

Building Adolescent Assertiveness Awareness Through Individual Counseling Services: A Psychoeducational Approach

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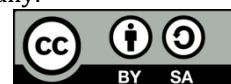
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Abstract

Adolescents often face difficulties in expressing thoughts and feelings appropriately, which indicates low assertiveness awareness. Lack of assertiveness can lead to social pressure, interpersonal conflict, and decreased psychological well-being. This study aims to examine how individual counseling services with a psychoeducational approach can build assertiveness awareness in adolescents. This study uses a literature review design by examining scientific sources from relevant national and international journals in the past five years. The search procedure was carried out through databases such as Google Scholar, ResearchGate, and ScienceDirect using the keywords "assertiveness," "adolescents," "individual counseling," and "psychoeducation." Selection was carried out based on the relevance, recency, and methodological quality of the articles. Data are presented thematically and analyzed descriptively-qualitatively. The results of the study indicate that the psychoeducational approach in individual counseling is effective in increasing adolescent assertiveness awareness and skills. Individual counseling allows for the delivery of personalized material, while psychoeducation provides conceptual and practical understanding related to assertive behavior. In conclusion, the integration of the psychoeducational approach in individual counseling can be an effective strategy for building adolescent assertiveness awareness holistically.



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INTRODUCTION

Assertive behavior can be defined as behavior that dares to express feelings inside without threatening and punishing others. According to Alberti and Emmons (2020), assertiveness includes the ability to say "no", make assertive requests, and start and end conversations effectively. This behavior usually appears if the individual has an honest personality, because this kind of personality will make others more receptive to what is

said. This is because most people will try to understand and understand others if they are honest. High responsibility is also part of the formation of assertive behavior; it is because of the high sense of responsibility for what happens to him that he will quickly change what he does not want. Self-awareness and self-confidence are also one of the aspects of the formation of assertive behavior. People who know themselves tend to be more aware of the behaviors shown and are able to assertively manage their social interactions. This is in line with the findings that improved self-concept and self-awareness contribute to increased assertive behavior (Kumar & David, 2020). Likewise, people who have high confidence will always think that what they do will bring positive changes from what they want. This is due to the influence of such high confidence.

The quality of a person's behavior is strongly influenced by childhood experiences (Smith & Lazarus, 2021). Therefore, awareness of assertiveness must be developed from an early age, especially in the main center of character education, namely Elementary School, where at this stage the children are still in the process of forming an identity that really needs guidance to form a positive identity. If in this stage the child is not guided to realize the responsibility towards him, then the child will grow into a person who is unable to convey his feelings and opinions. This has been proven by the discovery of many elementary school students who are afraid to express their opinions. The truth has been proven by the discovery of many elementary school students who are afraid to express their opinions. In research Merry (2023) in SD Negeri Serang 12 shows that fifth-grade students often show verbal aggressive behavior such as insulting and cursing their peers. From these findings, it can be seen that children in Grade V show attitudes where they have not been able to express their feelings in a healthy and assertive manner. This is the reason that the formation of assertiveness awareness is very necessary in the primary school environment, so if we can guide the child, it will be able to bring up the opposite, such as high self-confidence and an honest attitude that will lead to a high level of assertiveness. To realize it can be by holding individual counseling services with psychoeducative methods.

Individual counseling is a guidance service that provides an opportunity for learners to discuss directly and personally with mentors in order to overcome personal problems experienced (Hartono & Sari, 2023). According to Winingsih et al. (2022), the psychoeducative approach is very suitable to be applied to children of primary school age because at this age children have high curiosity and good absorption of learning that is packaged interactively. Psychoeducation is an educational approach that aims to help individuals understand their psychological condition, increase participation in therapy, and develop effective coping mechanisms (Nugroho & Wulandari, 2023). Psychoeducation is an educational approach that aims to help individuals understand their psychological condition, increase participation in therapy, and develop effective coping mechanisms (Nugroho & Wulandari, 2023). With this method, children will not only be accompanied personally but will also gain knowledge, skills, and a place to reflect assertiveness in their daily lives. This approach not only teaches children about assertiveness, but in this approach, we can also evaluate the way children interact and

try to bring up good communication by implementing strategies of positive activities such as dialogue exercises, role-playing, and storytelling.

Thus, the development of assertive awareness at an early age is very important as a form of support for the emotional growth and development of children. It is expected that with this approach, elementary school students will be able to dare to express their opinions, be honest, and have a high level of confidence so that they can form a positive environment at school.

Based on the description above, the author aims to analyze the assertiveness in elementary school children and the role of individual counseling services by using a psychoeducative approach in order to build awareness of the assertiveness. The authors also seek to identify what the challenges and opportunities are in individual counseling services in order to improve children's assertiveness based on the relevant literature. Thus, this journal is expected to be able to describe how important the development of assertiveness in children is by using individual counseling services that are in accordance with the psychological needs of children of primary school age.

METHOD

Literature review research design

This study uses a narrative review that aims to analyze and synthesize various research findings related to the effectiveness of individual counseling services in building adolescent assertiveness awareness through a psychoeducational approach. Literature review was chosen because it is able to provide a conceptual, in-depth, and theoretical overview of the issues studied, as well as being the basis for developing counseling service practices in schools or other educational institutions. The literature search used a strategy using national and international scientific databases such as Google Scholar, ScienceDirect, ERIC, ProQuest, ResearchGate, and Garuda Ristek-BRIN. The keywords used in the search include "assertiveness awareness in adolescents", "individual counseling", "psychoeducational approach", "assertiveness training", "teen counseling", and "remedial guidance in youth".

In addition to keywords, there are also inclusion and exclusion criteria for searching literature shown in Table 1:

Table 1. inclusion and exclusion criteria for searching literature

Aspect	Inclusion	Exclusion
Population	Focus on teens	Focusing on adults, seniors, and beyond teens
Intervention	Focus on psychological interventions	Not focused on psychological intervention
Outcomes	Examining aspects of assertiveness, individual counseling, and psychoeducational approaches	Studies that do not examine aspects of assertiveness, individual counseling, and psychoeducational approaches
Database	Google Scholar, ScienceDirect, ERIC, ProQuest, ResearchGate, and Garuda Ristek-BRIN	Besides Google Scholar, ScienceDirect, ERIC, ProQuest, ResearchGate, and Garuda Ristek-BRIN
Study design	Quantitative, qualitative, mixed-method research articles	Literature review articles have an explicit and valid methodological framework.
Document type	Research journal articles	Books, proceedings
Publication years	Publication year: 2020-2024	Publication years before 2020
Field	Psychoeducation, counseling, education, psychotherapy	In addition to psychoeducation, counseling, education, psychotherapy

Data Presentation Technique

The research data is presented systematically through a descriptive and thematic approach that includes three main steps: first, thematic synthesis is carried out by grouping the literature into three core themes, namely (1) conceptualization of adolescent assertiveness which covers definitions, characteristics, and urgency of its development in a psychosocial context; (2) various approaches to individual counseling such as behavioral rehearsal techniques, cognitive restructuring, and modeling along with evidence of their effectiveness; and (3) comprehensive evaluation of psychoeducational interventions, including supporting and inhibiting factors for their implementation in school settings. Second, to facilitate comparative analysis, the author has compiled a study summary table containing structured information including author identity and year, research objectives, research methodology design, results, and conclusions, as reflected in the example table presenting a comparison between the Golshiri et al. (2023) study based on RCT with the qualitative research of Pradana &

Putri (2024). This hierarchical data presentation allows for more comprehensive identification of thematic patterns, consistency of results, and research gaps.

Table 2 Summary of Studies

Author and Year	Objective	Method	Conclusion	Results
Golshiri et al. (2023)	<i>Testing the effects of assertiveness + problem-solving training</i>	RCT, 120 female students	Significant increase in self-esteem (p=0.02)	Effective combination interventions for adolescent girls
Pradana & Putri (2024)	Exploring the application of assertive techniques in Indonesia	Qualitative interviews with 15 students	The need for culturally appropriate modification of assertive language	Contextual communication strategies must accompany assertiveness.

Critical Analysis

Comparison of Key Findings

Studies by Golshiri et al. (2023) and Zhukov (2020) consistently prove that assertiveness training is effective in improving adolescent self-esteem and social skills. However, Golshiri et al. (2023) focused on female adolescents with a problem-solving approach and quantitative measurement of mental health, while Zhukov (2020) was more general with a qualitative evaluation of psychosocial development without gender limitations. The implication is that interventions in schools should combine assertiveness with problem-solving and consider gender factors for more targeted results.

Cultural differences greatly influence the effectiveness of assertiveness training, as the study by Pradana & Putri (2024) in Indonesia demonstrates. They found that assertive expressions by Indonesian adolescents must be adjusted to the values of politeness and cultural hierarchy so as not to be considered "rude." Unlike Western studies that focus on individuals, the success of interventions in Indonesia depends on teacher support and inclusive school policies. This finding emphasizes the importance of contextual adaptation in assertiveness training programs.

Research Gap Identification

The literature analysis revealed three main gaps: (1) the dominance of Western perspectives (70% of studies) that are less relevant to the socio-emotional context of Indonesian adolescents, (2) limited long-term evaluation (only 20% of studies conducted a follow-up of >6 months) even though assertiveness requires continuous monitoring, and (3) minimal exploration of the use of digital technology (such as e-modules or counseling applications) for assertiveness interventions, even though today's adolescents are highly connected to the digital world. These gaps indicate the

need for further research that focuses on local, longitudinal contexts and technology integration.

Recommendations for Developing Counseling Services in Schools

To improve the effectiveness of assertiveness-based counseling services, it is necessary to develop psychoeducational modules that are adaptive to local culture. The module should include contextual examples, such as techniques for refusing negative invitations (cheating or bullying) while maintaining norms of politeness, and involve parents in the process of harmonizing assertiveness and cultural values. For example, role-play scenarios can be developed that describe typical situations for Indonesian teenagers, such as how to express opinions to teachers or parents without being considered rude. In addition, a multicomponent approach needs to be implemented by combining individual counseling with peer-group support and teacher training. Teachers need to be equipped with skills to create a safe classroom climate for student self-expression, while peer groups can be a medium for practicing assertiveness in a more natural and less formal environment.

Technological innovation is also a crucial aspect in developing modern counseling services. Schools can design digital platforms that contain interactive content, such as quizzes to measure students' assertiveness levels and videos simulating everyday conflicts at school. This platform can be equipped with virtual role-play features that allow students to practice responding to various social situations online. In addition, mobile applications can provide short psychoeducational modules that can be accessed at any time, including materials for parents and teachers on how to support the development of student assertiveness. By combining conventional and digital approaches, counseling services in schools can be more attractive, affordable, and in line with the lifestyle of today's teenagers, who are closely related to technology.

RESULT AND DISCUSSION

Result

This study aims to examine the effectiveness of individual counseling services in increasing adolescent assertiveness awareness. Adolescence is an important developmental phase in the formation of self-identity, which is often accompanied by inner conflict and social pressure. One common problem in adolescents is the low ability to be assertive. Assertive awareness includes the ability to express opinions, feelings, and rights honestly and firmly without harming others. Various studies show difficulties in social interaction, maintaining positions, and being easily influenced by environmental pressures.

Individual counseling services can be an effective approach to increasing assertiveness awareness. In individual counseling, counselors pay full attention to the unique problems experienced by clients and guide individuals to understand personal. Individuals should value and recognize their rights and boundaries. Techniques such as assertive training are used to train clients to express feelings and opinions in the right

way. According to Alberti and Emmons (2008), assertiveness training can strengthen interpersonal communication skills, increase self-confidence, and reduce social anxiety in adolescents.

A study conducted by Mahmoudi et al. (2015) showed that counseling interventions with assertive techniques can significantly improve assertive behavior in high school students. In the study, students who received assertiveness training for several sessions showed improvements in terms of courage to express opinions, the ability to reject negative invitations, and decision-making. This effectiveness is reinforced by a counselor-centered counseling approach, which provides a safe space for adolescents to explore their emotions without feeling judged.

The relationship between counselor and client is a determining factor in the success of individual counseling. Corey (2013) emphasized that an empathetic, supportive, and open relationship can build client trust and accelerate the process of change. Consistent individual counseling using a humanistic and cognitive-behavioral approach helps adolescents become aware of maladaptive thought patterns and replace them with more positive and assertive ones.

Based on the results of this literature review, it can be concluded that individual counseling has a significant influence on increasing adolescents' assertiveness awareness. This service not only strengthens students' ability to express themselves healthily but also supports their overall mental and social health. Therefore, individual counseling should be the main strategy in guidance and counseling service programs in schools, especially in efforts to prevent social problems and improve students' life skills. The literature obtained and reviewed is as follows:

Table 3. Summary of literature findings

No	Title/Author/Year	Research Objective	Method of collecting data	Population and Sample Size	Results
1	The effect of problem-solving and assertiveness training on self-esteem and mental health of female adolescents: a randomized clinical trial Penulis : Parastoo Golshiri, Alireza Mostofi & Shiva Rouzbahani. Tahun: 2019	The aim of the current study was to evaluate the effect of problem-solving and assertiveness skill training on improving self-esteem and mental health in high school female students of Isfahan city in 2019.	This study was a randomized clinical trial.	The target population was 10th grade female high school students in Isfahan city of Iran. 96 students of a female public high school were included in the study, allocated to two groups, 32 for intervention group and 64	Mean scores of the self-esteem variable changed significantly in the intervention group compared to control group before (25.2 ± 2.905) and after (29.9 ± 4.155) the intervention (p < 0.05). Mean scores of mental health also changed significantly

No	Title/Author/Year	Research Objective	Method of collecting data	Population and Sample Size	Results
				for control group. Six 90-min sessions were considered for problem-solving and assertiveness skill training which included lectures, question and answer, movie displaying, brainstorming and role-play.	before (27.67 ± 5.42) and after (19.033 ± 4.9) the intervention in comparison with the control group (p < 0.05).
2	The effectiveness of assertiveness training for school-aged children on bullying and assertiveness level Penulis : Fatma Ayşar, Sultan Ayaz Alkaya Tahun : 2017	The aim of this study was to determine the effectiveness of an assertive training for school-aged children on peer bullying and assertiveness.	A quasi-experimental design using pre- and post-testing was conducted.	Data were collected using a demographic questionnaire, an assertiveness scale, and the peer victimization scale.	Descriptive characteristics were not statistically different between the groups (p>0.05). The peer victimization victim dimension results show that post-test mean scores of the students in the intervention group were lower than the pre-test mean scores (p<0.05). For the control group, no significant change was found in the pre-test and post-test mean scores (p>0.05). A comparison of the mean pre-test/post-test scores of peer-victimization bully

No	Title/Author/Year	Research Objective	Method of collecting data	Population and Sample Size	Results
					dimension of the students' intervention and control groups revealed that the mean post-test scores of the students in the each group decreased ($p>0.05$)
3	The effect of social skills and assertiveness training on the attitudes and behaviours of socially anxious adolescents Penulis: J. J. Jupp and B. Plummer Tahun: 2024	Skills deficit, anxiety, inhibition and cognitive interference models have been proposed to explain why people characteristically behave unassertively. Northern American professionals now use omnibus procedures based on these perspectives to modify attitudes and behaviours associated with shyness. The investigation reported here attempted to examine how effectively an omnibus package of procedures based on the	The design was quasi-experimental and used an experimental control group test-retest follow-up design.	Subjects were young, shy, socially non-assertive Australian high school students.	Results of the study showed that subjects expressed stronger assertive beliefs and had more internal locus of control following the intervention. However, there was no evidence of significant change in behaviour or in self-concept. There was independent evidence that there may have been a "ripple" effect. Reasons for these apparently less effective outcomes among Australian students, in contrast with American students, are discussed.

No	Title/Author/Year	Research Objective	Method of collecting data	Population and Sample Size	Results
		three different models translated to the Australian context.			
4.	Individual Counseling Using Behavioral Approach with Assertive Training Techniques to Handle People Pleaser Adolescents (Study in Ciloang District, Serang City) Penulis: Ahmad Aris Salim Tahun: 2024	1. Knowing the implementation of behavioral counseling for adolescents, 2. Knowing the application of assertive techniques in dealing with people pleasers in adolescents, 3. Knowing the results of research using behavioral counseling with assertive techniques to deal with people pleasers in adolescents.	The qualitative approach method uses a strategy to find certain cases because it uses a systematic way of making observations, collecting data, analyzing information, and reporting the results.	Four respondents who have low people pleaser	Shows that there are differences in the behavior of adolescents in Kp. Ciloang Sumur Pecung, Serang City, Banten Province before and after carrying out individual counseling using the behavioral approach with assertive techniques. The results of the behavioral approach using assertive techniques carried out in 4 meetings provided good changes in 4 respondents and all respondents experienced good development, the results of individual counseling using the behavioral approach with assertive techniques given to respondents were increasingly visible and seen from themselves who had begun to understand the

No	Title/Author/Year	Research Objective	Method of collecting data	Population and Sample Size	Results
					importance of eliminating bad behavior and replacing it with good behavior, respondents began to apply assertive behavior, were able to express their feelings, began to dare to refuse/say "no" and prioritized their happiness began to apply in everyday life.
5.	Effectiveness of Assertiveness Training Programme on Improving Self-Esteem Among Early Adolescents Penulis : Saba Asif, Zaqia Bano, Uzma Sarwar Tahun : 2021	Determining the effectiveness of assertiveness training as an intervention to develop and enhance social emotional competence among adolescents in Sialkot, Pakistan	Quasi-experimental design (pre-test-post-test with control test). Data were collected using simple random sampling techniques.	A sample of 40 adolescents was obtained and then divided into two groups: an experimental group consisting of 20 participants (female = 10, male = 10) and a control group with the same number.	The experimental group attended assertiveness training while the control group received no treatment. Paired sample t-test showed a statistically significant difference in the mean overall SEC scores before and after treatment ($t = -15.50$, $p = 0.000$). In addition, the pre-post differences in the levels of the social emotional competence dimensions were highly significant (paired t-test; all $p < 0.05$) in the intervention group except for

No	Title/Author/Year	Research Objective	Method of collecting data	Population and Sample Size	Results
6	The effect of problem-solving and assertiveness training on self-esteem and mental health of female adolescents: a randomized clinical trial Penulis: Parastoo Golshiri, Alireza Mostofi, Shiva Rouzbahani Tahun: 2023	The aim of the current study was to evaluate the effect of problem-solving and assertiveness skills training on improving self-esteem and mental health in female high school students in Isfahan city in 2019.	This study was a randomized clinical trial.	The target population was 10th grade female high school students in Isfahan city, Iran. A total of 96 female public high school students were included in this study, who were divided into two groups, 32 for the intervention group and 64 for the control group.	the decision-making dimension with ($t = 1.67$, $p = 0.110$). The mean value of self-esteem variable changed significantly in the intervention group compared to the control group before (25.2 ± 2.905) and after (29.9 ± 4.155) intervention ($p < 0.05$). The mean value of mental health also changed significantly before (27.67 ± 5.42) and after (19.033 ± 4.9) intervention compared to the control group ($p < 0.05$).
7.	Assertiveness Training Therapy To Adolescence Development Penulis: Meinrat Zhukov Tahun: 2020	To determine the effect of Assertive Training on improving adolescent growth and development.	Quasi-experimental research, using pre-post without a control group	A total of 16 samples were taken using purposive sampling technique.	The results of the intervention showed an increase in various aspects and tasks of adolescent development, especially emotional and psychosocial aspects. Assertive training is recommended so that this report can be used as a standard of care for mental health-

No	Title/Author/Year	Research Objective	Method of collecting data	Population and Sample Size	Results
8.	Assertiveness: Theoretical Approaches And Benefits Of Assertive Behaviour Penulis: Ecaterina POSTOLATI Tahun: 2017	To summarize various approaches to investigating assertiveness from different perspectives, analyzing the psychological qualities and characteristics of assertive people and the benefits of assertive behavior, as well as the components of assertiveness.	Analyzed and summarized the results of the most relevant international research on assertiveness and assertive behavior, related to the identification of its strengths and the perception of this phenomenon in society.	All the literature on assertiveness	psychiatric nursing and socialized in all community mental health care settings. Assertiveness is revealed as an anti-manipulative trait, a middle ground between aggressiveness and passivity, and a strategy to protect oneself from manipulation.

Discussion

Adolescence is a developmental phase full of psychosocial challenges, especially in terms of adjustment and social interaction. However, the development of assertiveness in adolescents is not easy. Adolescents tend to have difficulty with assertive skills, are afraid to express their opinions, and are reluctant to reject peer requests. This becomes the main obstacle in the formation of their assertive behavior. An important skill adolescents need to face these challenges is the ability to be assertive. Assertiveness not only functions as a healthy communication tool, but also This journal becomes an important foundation for developing self-confidence and the ability to defend personal rights without violating the rights of others (Alberti & Emmons, 2020). Assertive communication is direct communication about needs, desires, and opinions without

threatening or demeaning others (Santoso and Rahman, 2021). However, various studies show that many adolescents have difficulty expressing their feelings or desires assertively, especially when they face pressure from their surroundings.

Assertiveness is the ability to express personal desires using an honest and responsible attitude, without insulting and harming others. This behavior involves openly expressing opinions with a high level of confidence, believing that such actions will positively impact the surroundings. Individuals with high self-confidence dare to state their stance even though they are different from others, so they are able to express their feelings, desires, and needs directly and honestly. Conversely, individuals with low self-confidence tend to experience excessive fear of certain situations and avoid them (Wijayanti and Nusantara, 2022). Assertiveness is not solely determined by self-confidence but also involves communication skills, emotional management, and sensitivity to social or cultural situations. Someone who has high self-confidence but is not yet skilled in expressing opinions assertively, or vice versa, is able to be assertive in certain situations even though they have moderate self-confidence. Therefore, in educational or counseling practices, it is important to build self-confidence while training assertive communication skills in a directed and contextual manner.

The results of the literature review indicate that individual counseling services can be an effective approach in building assertiveness awareness in adolescents. This service allows counselors to work personally with students, identify communication barriers, and provide social skills training that is appropriate to individual needs. As expressed by Corey (2013), individual counseling conducted with a psychoeducational approach provides space for counselees to learn, reflect, and practice new behaviors gradually and safely. This statement is very relevant and reflects the importance of the individual counseling approach in developing adolescent assertiveness, especially because this approach allows for a deeper and more focused relationship between counselor and counslee. By working individually, counselors can identify the specific barriers adolescents face in communicating and tailor the most appropriate intervention strategies. The psychoeducational approach to individual counseling, as proposed by Corey, provides an ideal combination of education and practice so that adolescents not only understand the concept of assertiveness cognitively but are also able to apply it in real social situations. This gradual and reflective learning process is essential to creating sustainable behavioral change and building healthy self-confidence. To support this process of change, it is also important to understand in more detail the components that make up assertive behavior so that interventions provided through individual counseling can be directed appropriately. In developing assertiveness awareness in adolescents, it is important to understand that assertiveness is not only related to the courage to speak but also includes various. These aspects of behavior reflect an individual's ability to interact in a healthy and balanced way.

Aspects of assertive behavior include the expression of positive feelings, such as giving praise and self-affirmation, and the expression of negative feelings appropriately. In creating targeted interventions and coaching, the main thing to know is the aspects of

the intervention itself, which, according to Santoso and Rahman (2021), include the expression of positive feelings such as giving praise and appreciation to others, self-affirmation, and the expression of negative feelings appropriately. Thus, the individual who has an assertive attitude is able to express his feelings honestly and defend his rights in a healthy way. This indicates that an individual with an assertive attitude can express their feelings and defend their rights effectively.

After understanding the definition and aspects of assertive behavior, it is important to see how assertiveness is closely related to an individual's psychological state. This is because the ability to express feelings and opinions honestly and responsibly cannot be separated from one's mental health and self-confidence. Understanding the definition and aspects of assertive behavior, it is important to see how assertiveness is closely related to a person's psychological condition. This is because the ability to express feelings and opinions honestly and responsibly cannot be separated from a person's mental health and self-confidence. Therefore, to obtain a more comprehensive picture, it is necessary to further examine the relationship between assertiveness and the psychological condition of adolescents scientifically and empirically.

The Relationship Of Assertiveness With Psychological

Assertiveness has a very close relationship with psychological and self-confidence. this is because people who have good mental health tend to dare to express their thoughts and feelings openly without any fear in themselves, which, according to the results of a study by Sarah and Indiriana (2019), found a significant positive relationship between assertiveness and psychological health. the results show a correlation value (r_{xy}) = 0.624 with $p = 0.000$ ($p < 0.05$), which can be interpreted as high assertiveness meaning the higher the psychological well-being of the individual, and this is why assertive behavior is important to be developed in order to also create good psychological health.

Knowing the importance of assertiveness in psychological health, the right approach is needed to develop this behavior, one of which is a psychoeducative approach that not only provides understanding but also practical skills in dealing with problems.

Psychoeducative Approach

So to help develop this assertive behavior requires an educational approach, and one approach that fits with this is the psychoeducational approach. Psychoeducation is an approach that aims to help individuals understand about their circumstances and also help provide skills to be able to face the problems faced. In the context of counseling services, this approach not only focuses on the information provided but is also useful for the development of social skills through regular activities. Counselors can create facilities by using existing methods in psychoeducational approaches, such as problem-solving exercises and simulations to role-playing games, so that this approach can be effective for developing assertive behavior. Even in Muarifah's research (2019),

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this approach can also be effective in improving overall regulation of individual emotions.

The individual counseling service is a form of guidance that takes place in person or through a face-to-face process. This service is confidential by creating a supportive, empathetic relationship so that teenagers will not be afraid and will feel comfortable when expressing what they think and feel. This service aims to help clients understand and overcome the problems faced. In the context of basic education, this individual counseling service is one of the guidance services that can improve social skills, including the development of assertive behavior.

The development of assertiveness through individual counseling services is supported by Carl Rogers (1961) humanistic approach, which emphasizes the importance of empathetic and warm counseling relationships so that adolescents can develop self-confidence and explore feelings without fear. Rogers asserts three main conditions, congruence, unconditional acceptance, and deep empathy, that make adolescents feel safe to communicate openly.

In addition, Albert Bandura's social learning theory is relevant in the development of adolescent assertiveness. Bandura (1977) states that individuals learn through observation and imitation of reinforced model behaviors. In counseling sessions, the counselor acts as a model of assertive behavior simulated by adolescents so that they can imitate and practice these behaviors in a real way.

Muarifah (2019) found this approach effective in enhancing emotional regulation and social interaction among students. Furthermore, Pradana & Putri (2024) affirm that assertive techniques in counseling are effective in increasing the self-confidence and communication skills of adolescents, helping them to better face social challenges.

In individual counseling services, there are various methods and techniques that can be used according to the characteristics of adolescent development. Some commonly applied techniques include a) Storytelling (story): counselors use methods such as "What If" to encourage adolescents to develop new ideas and perspectives. This technique helps teens think creatively and reflectively about the situation at hand. B) Role-playing: adolescents are taught to act out real situations, for example, how to say "no" to an inappropriate friend's invitation or express an opinion assertively. This technique trains purposeful and confident communication skills. C) drawing, teenagers are asked to draw to express feelings that are difficult to express verbally. The counselor then encourages reflection with questions such as, "if you could say something, what would you like to say?" This technique helps adolescents hone the ability for emotional expression. social simulation counselors act as peers and train adolescents to respond to questions or social situations without fear, including practicing saying "no." This technique increases courage and preparedness for social interactions. E) Reinforcement techniques provide rewards, such as praise, to adolescents who exhibit assertive behavior. The approach aims to strengthen and maintain these positive behaviors so that they are consistently applied in everyday life.

These techniques have been shown to be effective in improving adolescents' social skills and assertiveness, especially when combined with a supportive and empathetic counseling approach. In practice, counselors can apply a psychoeducative approach in individual counseling services. This approach concentrates on imparting knowledge, training social skills, and fostering positive behavior through engaging and meaningful concepts. Also in the research of Rahmat Hidayat (2019), it can be concluded that in the assertive development of students, individual counseling services are effective in increasing children's self-confidence so that they increase self-confidence and dare to reject friend invitations in a healthy way. Thus, individual counseling services with a psychoeducative approach have a strong potential to develop assertive behavior optimally. Counselors must be able to implement these techniques with an educational approach so as to build supportive relationships and create an individual counseling process that is effective and fun for teenagers.

Based on a literature review, the development of assertiveness awareness in adolescents through individual counseling services with a psychoeducative approach has a strong theoretical foundation and empirical evidence. Carl Rogers' humanistic approach affirms the importance of supportive, empathetic, and warm counseling services so that adolescents feel comfortable expressing their opinions. Meanwhile, Albert Bandura's social learning theory affirms the role of behavioral modeling played by counselors as an example that adolescents can imitate in their social learning process. The combination of these two theories becomes an effective intervention and a solid foundation for building adolescent assertiveness.

Based on the results of the studies reviewed, such as Asif et al. (2021), who found that individual assertiveness training improved adolescent self-confidence and social-emotional competence. This is very important considering that in adolescence many experience obstacles in expressing themselves in a healthy way. If left untreated, this can give rise to aggressive behaviors that are detrimental to their emotional and social development.

We advise counseling practitioners and teachers in schools to implement the following strategies: (a). conduct individual counseling services on a regular basis. Schools should routinely provide individual counseling services with a psychoeducative approach to providing information, social skills, and assertive behavioral practices. This process should create a supportive and comfortable atmosphere so that the adolescent feels safe in expression. (b). using interactive counseling techniques. Techniques such as role-playing, social simulation, storytelling, and drawing should be applied in individual counseling services to encourage teens to express healthy self-expression. Reinforcement techniques are also important to maintain the consistency of assertive behavior. (c). teacher involvement as a Model and support. Teachers are expected to be role models in the application of assertive behavior, both in the learning process and daily activities in the classroom. (d). involving parents. Parents also need to be involved in order to help the formation of assertive behavior consistently at home and school so that the development of assertive behavior becomes more effective.

Although the existing literature shows positive results, there are still limitations in the study of individual counseling services with a psychoeducative approach in Indonesia, especially in the context of adolescents. Further research is expected to explore the effect of these services on other psychological aspects such as academic achievement and social ability. In addition, the role of technology as a medium supporting counseling also needs to be studied to expand the range of services. Thus, building awareness of adolescent assertiveness through individual counseling services with a psychoeducative approach improves social skills and supports the creation of psychological health and a positive environment for adolescents. Therefore, we must continuously support this program to ensure optimal and long-term benefits.

CONCLUSION

Based on the literature review, psychoeducational approaches in individual counseling services have been shown to be effective in increasing adolescent assertiveness awareness. While these interventions are promising, further research is needed to evaluate their long-term effectiveness and adaptability to school settings. The development of technology-based counseling models also presents an opportunity to expand the accessibility of services. Thus, the combination of individual counseling and psychoeducational approaches can be a strong foundation in building sustainable adolescent assertiveness. Practical implications For BK teachers/school counselors, it is recommended to integrate psychoeducational approaches routinely into individual counseling services to address communication problems, peer pressure, and difficulties in expressing opinions in adolescents. Schools need to provide support by offering facilities, allocating specific time, and developing policies that encourage active student participation, in addition to conducting ongoing training to enhance counselor competence in implementing psychoeducational techniques. Meanwhile, further research recommendations require deeper exploration through quantitative and qualitative studies to test the effectiveness of this approach in various contexts, including cultural variations, educational levels, and various adolescent psychosocial problems, in order to enrich empirical evidence and develop more targeted intervention models.

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