

The Effect Of Assertiveness Training On The Management Of Student Emotion In Preventing Violent Behavior

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Abstract

Objective: This study aimed to determine the differences in student's ability to manage emotions, before and after intervention with Assertiveness Training to prevent violent behavior.

Method: This study was conducted in Vocational High School 1 and 2 Gunung Sari in Makassar, Indonesia. The design of this study used the Randomized Control Group Pre Post Test Design. This research followed by 60 subjects selected by simple random sampling. The research instrument used questioners adopted from Agency and Tridhonanto (2009)¹ using the Likert Scale. The data was analyzed using Independent T-Test and Mann Whitney.

Result: The result showed that the score of students' ability to manage emotions from 4 (four) sessions were different. The score of intervention group was higher than the control group after 4 (four) training sessions. There was no significantly differences among groups.

Conclusion: Students have sufficient ability to manage emotions before assertiveness training. There is an increase in students' ability in managing emotions after assertiveness training.

Keywords: Assertive training, student emotions, violent behavior

Introduction

Violent behavior is an individual's behavior aimed to hurt or injured other individuals or destruct environment. The high level of violent behavior occurred due to one's inability to control emotions or anger.²

In the school where the social environment is growing, the ability to manage emotions can be seen in the daily lives of students when interacting with their environment (parents, teachers, friends). This shows that student's emotions at the school level are the basis for the formation of student's personalities and adaptation to their social environment, where lately students able to manage their emotions and solve their own problems.

The form of emotional reactions possessed by school students were not the same as adults, because the social demands of school-age children more widespread and children's experience of situations that can arouse emotions will be more diverse³, the emotional response

displayed by children is also different. Emotions of school-age children in the form of anger that may not be explosive anymore but packaged in other forms such as sulking, grumbling, nagging, protesting and so on⁴. The location of the difference is in the causes of the emergence of emotional reactions and how to express them.⁵ Emotions are actually prevalent in school-age children, but because of the large stressors in school and the child's ability to solve the problem is still limited, children need more guidance and practice controlling their emotions.

Based on the results of the 2007 Basic Health Research (Riskesdas), the prevalence of emotional mental disorders in Indonesia's population aged > 15 years was 11.6% and predicted in 2020 to be 15%.⁶ Based on the current research involving 161 research subjects in adolescents, 33.5% experienced emotional problems.⁷ Based on research on junior high school students in Semarang as much as 14.3% of students experienced

mental emotional problems.⁸ The cases of violence and beatings of students against teacher commonly occurred showed that there was a need for attention from the authorities so that the persecution carried out by students against teachers could be prevented.

One effort to overcome and emotional control of children is to provide assertive training in controlling emotions. Assertive communication is communication that encourages a person to develop optimally, both physically and psychologically, containing clear, positive, open, trustworthy and non-judgmental messages.⁹ Previous research shows that children's ability to manage their emotions can be improved by communicating with children.¹⁰

Method

The design of this study was a quasi-experimental with a randomized control group pretest and posttest design. In this design a group of subjects selected from certain populations were grouped randomly into two

groups, the intervention and the control group.

Population

The population in this study were all students of Vocational High School Gunung Sari 1 and 2 in Makassar.

Sample

Sample in this study was limited to students Class X of Vocational High School Gunung Sari 1 and 2 selected by simple random sampling who had met the inclusion and exclusion criteria, as many as 60 subjects, grouped into two groups consist of 39 subjects in the intervention groups and 21 subjects in the control groups.

Results

Results of Descriptive Analysis

Characteristics of respondents detailed can be seen in Table 1 and Table 2.

Table 1. Characteristics of Respondents (n = 60)

Characteristics Respondents	Control Group (n = 21)		Intervention Group (n = 39)		Total	
	n	%	n	%	N	%
Living stay with						
Parents	15	71.4	30	76.9	45	75.0
Family	5	23.8	6	15.4	11	18.3
Rental house	1	4.8	3	7.7	4	6.7
Mother's Education Level						
Elementary	7	33.3	16	41.0	23	38.4
Yunior high	5	23.8	3	7.7	8	13.3
Senior high	9	42.9	18	46.2	27	45.0
Colleges	0	0.0	2	5.1	2	3.3
Father's Education Level						
Elementary	5	23.8	14	35.9	19	31.6
Yunior high	2	9.5	2	5.1	4	6.7
Senior high	14	66.7	20	51.3	34	56.7
Colleges	0	0.0	3	7.7	3	5.0

Table 1 showed that most respondents living with their parents (75.0%). The largest proportion was found in the intervention group (76.9%) while in the control group (71.4%).

Table 2. Distribution of Respondents by Number of Siblings (n = 60)

Number of Siblings	N	Mean	Median	SD	Min-Max	95% CI
Control Group	21	3.33	3.00	±1.95	1.00-9.00	2.44-4.22
intervention groups	39	3.84	3.00	±1.94	1.00-9.00	3.21-4.47
Total samples	60	3.66	3.00	±1.94	1.00-9.00	3.16-4.16

Table 2 showed that the average number of siblings was 3.66 (95% CI: 3.16-4.16±1.94) range (1-9 siblings). The results of the interval estimation could be concluded that 95% were believed to be the average number of siblings of respondents between 3.16 to 4.16 persons.

Table 3. Distribution of Respondents based on Emotion Management Scores (n = 60)

Emotional Management	Control Groups (n = 21)	Intervention Groups (n = 39)	Total (n = 60)
Before Assertive Training			
Mean (SD)	104.14 (9.34)	107.10 (5.70)	106.00 (7.25)
Median	105.00	106.00	105.50
Min - Max	87-128	96-119	87-128
95% CI	99.89-108.40	105.25-108.95	104.19-107.94
After Training			
Session I			
Mean (SD)	10.81 (1.12)	10.51 (1.16)	10.62 (1.15)
Median	11.00	11.00	11.00
Min - Max	9-12	7-12	7-12
95% CI	10.30-11.32	10.13-10.89	10.32-10.91
Session II			
Mean (SD)	10.19 (10.00)	10.46 (1.27)	10.37 (1.30)
Median	10.00	11.00	11.00
Min - Max	8-12	6-12	6-12
95% CI	9.57-10.81	10.05-10.87	10.03-10.70
Session III			
Mean (SD)	9.57 (1.07)	9.74 (0.87)	9.87 (0.96)
Median	10.00	10.00	10.00
Min - Max	8-12	8-12	8-12
95% CI	9.08-10.06	9.74-10.3	9.62-10.12

Cont... Table 3. Distribution of Respondents based on Emotion Management Scores (n = 60)

Session IV			
Mean (SD)	10.29 (1.14)	10.97 (0.58)	10.73 (0.88)
Median	11.00	11.00	11.00
Min - Max	7-12	10-12	7-12
95% CI	9.76-10, 81	10.78-11.16	10.51-10.96
Total (Session I-IV)			
Mean (SD)	40.86 (3.35)	41.97 (2.80)	41.58 (3.02)
Median	41.00	43.00	43.00
Min - Max	36-46	33-46	33-46
95% CI	39 , 33-42.38	41.07-42.88	40.80-42.37

Table 3 showed the average emotional management score of adolescents in the control group before assertiveness training was 104.14 (95% CI:99.89-108.40±9.34). Whereas in the intervention group 107.10 (105.25-108.95±5.70) range (87-128). The results of the interval estimation could be concluded that 95% were believed to be the score of adolescent emotional management in the control group before assertiveness training 99.89-108.40.

After the session I assertive training, the average emotional management score was higher in the control group, which was (10.81±1.12), in the intervention group (10.51±1.16). After session II, in the intervention group was higher than the control group which was (10.46±1.27). After assertive training III, in the control group and intervention group decreased. Emotional management scores in the intervention group were (9.74±0.87) while the control group was (9.57±1.07). Emotional management scores had increased again after session IV training assertion. Emotional management

scores in the intervention group were (10.97±0.58) while the control group was (10.29±1.14).

The average emotional management score after the four-session training assertion was 41.58 (95% CI: 40.80-42.37±3.02). Emotional management scores between the control group and the intervention group were not much different. Emotional management scores in the control group (40.86±3.35) while in the intervention group (41.97±2.80) with range (33-46). The results of the interval estimation could be concluded that 95% were believed to be the score of adolescent emotional management after assertive training 40.80-42.37.

Inferential Analysis Results Inferential

Analysis was used to determine differences in emotional management between the control group and the intervention group before and after assertiveness training. This can be seen in Table 4.

Table 4. Differences in the management of adolescent emotions between the control and intervention groups

Management of emotional	group		P value
	control (n = 21)	intervention (n = 39)	
before assertive training	104.14 (±9.34)	107.10 (±5.70)	0.13
after training assertion	40.86 (±3.35)	41.97 (±2.80)	0.23

Table 4 showed the average emotional management score before assertive training in the control group was (104.14±9.34), for the emotional management score in the intervention group (107.10±5.70). The results of the statistical test concluded that there was no difference in the mean score of emotional management between the control group and the intervention group before assertive training carried out.

The mean emotional management score after training assertion in the control group was (40.86±3.35), in the intervention group was (41.97±2.80). The results of the statistical test concluded that there was no difference in the mean score of emotional management between the control group and the intervention group after assertive training carried out.

Discussion

Adolescent Emotion Management Ability Before Assertive Training.

The results of the study suggested that the average emotional management score before the *Assertiveness Training* in the control group was 106±7.25 (range 87-128). The interval estimation results could be concluded that 95% were believed to be score adolescent emotions before assertive training 104.19-107.94. Compared to standardization of emotional management score from the assessment instrument, this result shows sufficient ability (minimum was 96 and good if 144). This means that the results of descriptive analysis show students have sufficient ability to manage emotions, when assertive exercises have not been carried out.

This findings in line with Yosep Iyus, (2009) stated that the range of angry responses fluctuates along adaptive and maladaptive responses. At the assertive stage the client is able to express feelings of anger at others without hurting and giving relief to the individual while at the aggressive stage anger can begin to not be controlled by the client so that the client can act destructively accompanied by violence which ultimately the person will behave destructive and lose control of himself can hurt himself and others and also destruct the environment. Adolescent assertive behavior consists of two elements namely verbal and nonverbal, verbal elements include stating not knowing expressing attitudes or asking for help or maintaining rights and

expressing feelings while nonverbal elements include sound violence, fluency in saying words, eye contact, facial expressions, body expressions and distance during interaction.

The assertive learning process is largely determined by the presence of internal factors and external factors.¹¹ Internal factors are influenced by the emotional intelligence of individuals and also influenced by the state of the brain by one's emotions while external factors are emotional intelligence highly influenced by factors coming from outside that can influence individuals to change attitudes. For example the influence in groups or friends, attitudes and behaviors of students while in the school environment will be obedient to the rules and school policies as external influences of individuals, so the researchers suggest that the ability of students to manage emotions is still influenced by external factors such as regulation and school discipline, the influence of subject teachers, and class-handled teacher who tend to instill modesty values to behave and act so students feel their behavior is still monitored by the teacher as long as they are in the school environment. Assertive training approaches can develop student adaptive and effective coping mechanisms that can control themselves when there is a sense of discomfort or anxiety, physical and emotional stress in preventing violent behavior.

Ability to Manage Student Emotions After Assertiveness Training

The average score of emotional management after assertiveness training was 41.58 (95% CI: 40.80-42.37±3.02) with range (33-46). Data analysis based on the stages of assertiveness training from session one to session three, average emotional management scores sustained where the average score of the session was one session 10.62, session two was 10.37 session three was 9.87 but in session four there was an increase in score of 10.73 with range (7-12). If it compares with the standardized assessment of the score in the instrument guideline range (6-12), meaning that students have been able to absorb emotions well.

This is in line with the previous theory¹² that controlling violent behavior is strongly influenced by emotional intelligence (*emotional intelligence*) where individuals are able to recognize their own feelings and other people's feelings. The ability to motivate

themselves and the ability to manage emotions well, both to themselves and in relation to others. Emotional intelligence can place one's emotions in the right portion by choosing satisfaction and regulating mood so that mood coordination is at the core of a good social relationship. When related to descriptive data analysis of the characteristics of respondents, it shows that out of 60 students there are 45 people (75%) choose to live with parents, this means that children who are under parental supervision were more controlled because parents can supervise children even though they are outside home or at school, so that if the child is going to commit deviant behavior such as participating in a group or juvenile delinquency community, the school will easily carry out supervision and communication to the parents as the person closest to the child, if the child does deviant activities from school norms, fear of violating children because of coordination and supervision between parents and the school.

Analysis of Differences Before and After Asserting Training

The average emotional management score before assertiveness training in the control group was 104.14 ± 9.34 , and in the intervention group was 107.10 ± 5.70 . The results of statistical tests using the test *Mann-Whitney* showed no difference in emotional management ability before and after training $p\text{-value} = 0.13 > \alpha = 0.05$.

The mean emotional management score after assertiveness training in the control group was (40.86 ± 3.35) , and in the intervention group was (41.97 ± 2.80) . The results of the statistical test concluded that there was no difference in the ability to manage emotions of students before and after training where a significant $p\text{-value} = 0.23 > \alpha = 0.05$.

This result is in line with the theory of Alberti and Emmons (1971) stated that assertive behavior implies a feeling of comfort, an exercise in maintaining a correct opinion of others.¹³ One of factors needed to be considered regarding this result is the characteristics of the respondents 75% were still lived with parents with education level commonly 50% have a high school education level. Educated parents are capable of forming better children's behavior, and the influence of parenting styles can also shape character, mentality and

personality to prevent deviant behavior, especially the risk of committing violent behavior in children.

Researchers suggest that assertive training can not be done in a short time, when students are still in the environment of learning atmosphere in school, which gives the impression that students feel supervised by teachers so that the behavior shown tend to perform good behavior. Therefore this research still needs to be developed with more complete training sessions.

Conclusion

Students have sufficient ability to manage emotions before assertiveness training. There is an increase in students' ability to manage emotions after assertiveness training, especially in session IV (fourth). There was no difference in students' ability to manage emotions before and after assertiveness training both the control group and the intervention group. For the effectiveness of assertiveness training, it is recommended that assertive training should be programmed regularly out of the student learning schedule in the school. This research still needs to be continued and developed with more complete training sessions in order to obtain maximum results.

Conflict of Interest: There was no conflict of interest regarding this study and publication.

Ethical Clearance: This study has been ethically approved and allowed by the Regional Investment and Coordination Board of South Sulawesi in Makassar.

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