

Peningkatan Perilaku Asertif Siswa SMP melalui Bimbingan Kelompok Berbasis Cinema Education

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ABSTRAK

Perilaku asertif merupakan keterampilan sosial penting bagi siswa SMP karena berkaitan dengan keberanian menyampaikan pendapat, kemampuan menolak tekanan negatif teman sebaya, dan kemampuan mempertahankan hak pribadi secara sopan. Penelitian ini bertujuan untuk menganalisis peningkatan perilaku asertif siswa setelah mengikuti bimbingan kelompok berbasis cinema education. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-experimental one-group pretest-posttest. Subjek penelitian adalah 34 siswa kelas VII G SMPN 1 Sumbergempol Tulungagung yang dipilih melalui convenience sampling dan purposive sampling berdasarkan rekomendasi guru BK, aksesibilitas kelas, dan relevansi kebutuhan layanan. Instrumen penelitian berupa angket perilaku asertif yang terdiri atas 15 butir dengan skala Likert 1–4. Hasil penelitian menunjukkan peningkatan skor rata-rata dari 35,0294 pada pretest menjadi 48,7353 pada posttest. Uji Wilcoxon Signed-Rank menunjukkan perbedaan signifikan antara skor pretest dan posttest ($W = 0,000$; $p < 0,001$), yang didukung oleh hasil paired sample t-test, $t(33) = -13,291$; $p < 0,001$. Temuan ini menunjukkan adanya peningkatan signifikan skor perilaku asertif setelah layanan diberikan. Namun, hasil penelitian belum dapat dinyatakan sebagai bukti kausal yang kuat karena tidak menggunakan kelompok kontrol.

Kata Kunci: perilaku asertif; cinema education; bimbingan kelompok; siswa SMP; desain pre-experimental

Improving Junior High School Students' Assertive Behavior through Cinema Education-Based Group Guidance

ABSTRACT

Assertive behavior is an important social skill for junior high school students because it supports opinion expression, refusal of negative peer pressure, and respectful defense of personal rights. This study aimed to analyze changes in students' assertive behavior after they participated in cinema education-based group guidance. This study used a quantitative approach with a pre-experimental one-group pretest-posttest design. The participants were 34 students of class VII G at SMPN 1 Sumbergempol Tulungagung selected through convenience sampling and purposive sampling based on the school counselor's recommendation, class accessibility, and service relevance. The instrument was a 15-item assertive behavior questionnaire using a 1–4 Likert scale. The results showed an increase in the mean score from 35.0294 in the pretest to 48.7353 in the posttest. The Wilcoxon Signed-Rank Test showed a significant difference between pretest and posttest scores ($W = 0.000$, $p < .001$), supported by a paired sample t-test, $t(33) = -13.291$, $p < .001$. These findings indicate a significant increase in students' assertive behavior scores after the service was delivered. However, the result should not be interpreted as strong causal evidence because the design did not include a control group.

Keywords: assertive behavior; cinema education; group guidance; junior high school students; pre-experimental design

INTRODUCTION

Adolescence is a developmental period in which students begin to search for identity, develop autonomy, negotiate social roles, and build peer relationships. In junior high school, students are expected not only to adapt academically but also to develop social-emotional competencies that support healthy interaction. One important social-emotional competency is assertive behavior, which refers to the ability to express thoughts, feelings, needs, and rights honestly and respectfully without violating the rights of others. Assertiveness is closely related to self-efficacy and social learning because students often develop new behaviors by observing models, receiving feedback, and practicing behaviors in social situations (Bandura, 1997; Santrock, 2019).

Low assertive behavior can be observed when students hesitate to speak in class, avoid expressing disagreement, follow negative peer pressure, remain silent when treated unfairly, or feel anxious when they need to make personal decisions. These behaviors may reduce students' classroom participation, limit their interpersonal communication, and make them more vulnerable to unhealthy peer influence. For guidance and counseling teachers, this condition requires developmental and preventive services, not only reactive problem solving after academic or behavioral difficulties occur.

Group guidance provides a relevant service format for developing assertive behavior because it allows students to learn through group dynamics, peer responses, guided practice, and reflection. Within a group setting, students can observe how other members express opinions, discuss disagreement, and respond to social pressure. This interaction is consistent with the view that social behavior can be learned through modeling and reinforcement. Therefore, group guidance is not merely a discussion

forum but a structured counseling service in which the counselor facilitates social learning and behavioral rehearsal.

Cinema education was selected as the intervention medium because film can present concrete social situations through characters, conflicts, decisions, and consequences. The mechanism is not limited to making learning more attractive. Film can function as symbolic modeling, allowing students to observe a character who faces a problem, experiences inner conflict, negotiates with others, and makes a decision. Students may then identify with the character, compare the character's experience with their own social situations, and discuss alternative assertive responses through guided reflection. In this way, *cinema education* can connect visual-emotional experience with group discussion and behavioral insight (Mamahit, 2020).

Previous studies have shown that cinematherapy and film-based group guidance can improve social-emotional outcomes, such as empathy, prosocial behavior, self-confidence, and social interaction (Mardiah & Ma'rifah, 2025; Novitasari et al., 2022; Saman et al., 2021). Other studies have also reported that assertive training and group guidance can improve students' interpersonal communication, assertive behavior, self-confidence, and help-seeking skills (Blocker et al., 2021; Golshiri et al., 2023; Insani et al., 2023; Maulinsari & Purnama, 2022; Putri et al., 2023; Speed et al., 2018). However, limited classroom-based evidence has described how *cinema education* is used specifically as a group guidance medium to support assertive behavior among seventh-grade junior high school students.

The research gap in this study lies in the need to document a structured *cinema education*-based group guidance procedure for assertive behavior and to report the statistical change in students' assertive

behavior before and after the service. Nevertheless, the present study used only one group without a control group. Therefore, the study does not aim to establish strong causal evidence but to analyze whether students' assertive behavior scores increased after the *cinema education*-based group guidance service. This study aimed to examine the increase in assertive behavior scores among seventh-grade students after they participated in *cinema education*-based group guidance.

METHOD

Research Design

This study used a quantitative approach with a *pre-experimental one-group pretest-posttest* design. This classification was used because the research involved only one treatment group and did not include a control or comparison group. A *one-group pretest-posttest* design can identify score changes before and after an intervention, but it has limited internal validity for causal claims because threats such as history, maturation, testing effects, and instrumentation effects cannot be fully controlled (Campbell & Stanley, 1963; Knapp, 2016). The design is presented as follows:

O ₁ - X - O ₂

O₁ refers to the pretest measurement of assertive behavior, X refers to *cinema education*-based group guidance, and O₂ refers to the posttest measurement of assertive behavior. The design was selected to document changes in students' assertive behavior scores after the service was delivered, not to claim definitive causality.

Participants and Sampling

The research was conducted at SMPN 1 Sumbergempol Tulungagung from 12 to 30 May 2026. The population consisted of all seventh-grade students

at the school, totaling 377 students. The participants were 34 students from class VII G. The sampling technique used was a combination of *convenience sampling* and *purposive sampling* because the class was selected based on accessibility, school schedule, guidance and counseling teacher recommendation, and the relevance of the assertiveness topic to the students' personal-social development needs.

The pretest data showed that the students had heterogeneous assertive behavior levels: 8 students were in the low category, 17 students were in the moderate category, and 9 students were in the high category. Thus, the participants were not limited to only students with low assertiveness. However, 25 of 34 students, or 73.5%, were in the low and moderate categories, indicating that class VII G was relevant for receiving developmental group guidance on assertive behavior. All participants completed both the pretest and posttest.

Research Instrument

The research instrument was a 15-item assertive behavior questionnaire developed from assertiveness indicators related to opinion expression, refusal of negative peer pressure, defense of personal rights, and respectful communication. The instrument used a four-point Likert-type scale consisting of *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*. The use of Likert-type items requires clear scoring and cautious interpretation because the total score represents an aggregated attitude or behavioral indicator (Jamieson, 2004; Sullivan & Artino, 2013).

The instrument consisted of 8 favorable items and 7 unfavorable items. Favorable items were scored 4, 3, 2, and 1, while unfavorable items were reverse-scored. The possible total score ranged from 15 to 60. The score categories used in this study were low (15–20), moderate (21–40), and high (41–60). The original

scoring guide was retained to maintain consistency with the instrument used in the school-based study.

The instrument was reviewed by a guidance and counseling practitioner and empirically tested using item-total correlation. With $N = 34$ and $df = 32$, the r -table value was .291. The corrected item-total correlations ranged from .706 to .896, so all items were retained. The reliability test produced Cronbach's $\alpha = .971$. This value indicates very high internal consistency, but it must be interpreted cautiously because a very high α may also indicate that several items measure highly similar content. Therefore, the items were rechecked semantically to ensure that they represented different behavioral indicators, and future studies are encouraged to conduct factor analysis or broader construct validation (Boateng et al., 2018; Tavakol & Dennick, 2011).

Table 1. Assertive Behavior Instrument Blueprint

Dimension	Behavioral indicator	Item numbers	Number of items
Opinion expression and class participation	Students express opinions, ask questions, and participate in discussion respectfully.	1, 5, 6, 8, 9, 10	6
Refusal of negative peer pressure	Students are able to say no to invitations that violate rules or personal readiness.	3, 11, 13, 15	4
Defense of rights and fair treatment	Students respond to interruption, unfair treatment, and disagreement in a polite manner.	2, 4, 14	3
Emotional expression and self-acceptance	Students express feelings and avoid excessive comparison with peers.	7, 12	2
Total	Favorable items = 8; unfavorable items = 7.	1-15	15

Table 1 clarifies the distribution of the instrument items across the assertive behavior indicators. This additional information was added to

make the instrument more transparent for readers and reviewers.

Film Media and Ethical Use

The intervention used the educational short film *Impian Bagus*, produced by Yayasan Gugah Nurani Indonesia and published through the Gugah Nurani Indonesia YouTube channel on 8 March 2023. The film has an approximate duration of 11–12 minutes and contains a story about a child's educational aspiration, family support, and courage to express a personal dream (Gugah Nurani Indonesia, 2023).

The film was selected because its narrative aligned with the assertive behavior indicators used in the study. The main character's conflict allowed students to discuss courage in expressing wishes, respectful communication with family or peers, decision-making, and the importance of defending personal goals without attacking others. The film was used only as a classroom guidance stimulus. It was not edited, redistributed, or inserted as a published visual object in the manuscript. The counselor first reviewed the content to ensure that the storyline, language, and message were appropriate for seventh-grade students. Future implementations should obtain formal permission when the film is reproduced, modified, or used beyond ordinary classroom viewing.

Intervention Procedure

The *cinema education*-based group guidance was conducted in three sessions. Each session was structured to connect film-based modeling with student reflection and group discussion. The counselor's role was to open the activity, establish group rules, connect film scenes with assertive behavior indicators, facilitate discussion, provide feedback, and close the session with reflection. The procedure is summarized in Table 2.

Table 2. Cinema Education-Based Group Guidance Procedure

Session	Duration	Main activities	Counselor role	Assertive behavior focus
1. Pretest and orientation	30-40 minutes	Students completed the pretest, received an explanation of the objectives, and discussed group rules.	Explained confidentiality, voluntary participation, respectful communication, and questionnaire instructions.	Initial awareness of assertive behavior indicators.
2. Film viewing and guided discussion	60-70 minutes	Students watched Impian Bagas, identified key scenes, discussed the character conflict, and worked in pairs or small groups.	Directed students to identify modeling, character decisions, emotional responses, and alternative assertive responses.	Expressing opinions, saying no to negative pressure, and defending arguments politely.
3. Reflection, feedback, and posttest	40-50 minutes	Students shared reflections, formulated assertive statements, received feedback, and completed the posttest.	Provided feedback, summarized lessons, and linked film messages to students' daily school situations.	Application of assertive responses in classroom and peer interaction.

Table 2 shows that the intervention was not limited to watching a film. The film was used as a stimulus for modeling, guided reflection, and group discussion so that students could connect the character's experience with their own interpersonal situations.

Table 3. Examples of Guided Reflection Questions

Focus	Guided question	Expected student response
Opinion expression	What did the main character want to express, and why was it difficult?	Students identify barriers to speaking up and relate them to classroom situations.
Refusing pressure	What would you say if a friend invited you to do something that violates school rules?	Students practice polite refusal using simple assertive statements.
Defending arguments politely	How can someone defend an opinion without hurting others?	Students formulate respectful statements using reasons and appropriate tone.
Reflection	What scene can you apply in your daily school life?	Students connect film meaning with real situations in peer interaction.

Table 3 was added to increase the transparency of the intervention and to clarify how the film content was translated into assertive behavior practice.

Data Analysis

Data were analyzed using descriptive statistics, score categories, normality testing, *paired sample t-test*, *Wilcoxon Signed-Rank Test*, and effect size. Descriptive statistics included mean, standard deviation, minimum score, maximum score, and category distribution. The normality assumption was tested using the Shapiro-Wilk test on the difference scores between posttest and pretest because the paired t-test assumes that the distribution of difference scores is approximately normal.

Because the Shapiro-Wilk test showed that the difference scores were not normally distributed, the *Wilcoxon Signed-Rank Test* was added as the main non-parametric comparison for paired data. The *paired sample t-test* was retained as a supplementary analysis to maintain comparability with the original thesis analysis. Effect size was reported using Cohen's *dz*, but

the magnitude was interpreted cautiously because the one-group design without a control group may overestimate the apparent intervention effect (Lakens, 2013; Sullivan & Feinn, 2012; Woolson, 2005).

RESULTS

The descriptive analysis showed that students' assertive behavior scores increased after the *cinema education*-based group guidance service. The pretest mean score was 35.0294, while the posttest mean score was 48.7353. The mean gain score was 13.7059 points. Table 4 presents the descriptive statistics of the pretest, posttest, and gain scores.

Table 4. Descriptive Statistics of Assertive Behavior Scores

Measure-ment	N	Mean	SD	Category trend
Pretest	34	35.0294	12.6359	Moderate
Posttest	34	48.7353	7.2918	High
Gain score	34	13.7059	6.0128	Increased

Table 4 shows that the posttest mean was higher than the pretest mean. The decrease in standard deviation from 12.6359 to 7.2918 also indicates that the posttest scores became more concentrated after the service.

Table 5. Distribution of Assertive Behavior Categories

Category	Pretest n	Pretest %	Posttest n	Posttest %
Low	8	23.5%	0	0.0%
Moderate	17	50.0%	6	17.6%
High	9	26.5%	28	82.4%
Total	34	100%	34	100%

Table 5 shows a positive shift in category distribution. Before the service, most students were in the low and moderate categories. After the service, 28 students, or 82.4%, were in the high category, and no students remained in the low category.

Table 6. Instrument Validity and Reliability Summary

Aspect	Result	Interpretation
Number of items	15 items	8 favorable and 7 unfavorable items

Aspect	Result	Interpretation
r table	.291	Based on N = 34 and df = 32
Corrected item-total correlation	.706-.896	All items exceeded the r table value
Cronbach's alpha	.971	Very high internal consistency; possible item similarity was considered in interpretation

Table 6 was added to increase transparency regarding the instrument. Although the reliability coefficient was very high, the result should be interpreted together with item content because highly similar items can inflate internal consistency.

As shown in Table 7, the normality assumption for the paired sample t-test was not fully met because the Shapiro-Wilk p-value was below .05. Therefore, the *Wilcoxon Signed-Rank Test* was added as a non-parametric comparison.

Table 7. Normality Test of Difference Scores

Variable	Test	Statistic	p	Interpretation
Posttest-pretest difference	Shapiro-Wilk	0.935	.044	Difference scores were not normally distributed at alpha = .05

Table 8 shows that both the non-parametric and parametric analyses indicated a significant increase in assertive behavior scores after the service. However, the large effect size should not be interpreted as strong causal evidence because the study did not compare the intervention class with a control class.

Table 8. Paired Comparison of Pretest and Posttest Scores

Analysis	Statistic	df / N	p	Interpretation
Wilcoxon Signed-Rank Test	W = 0.000	N = 33 non-zero pairs	< .001	Posttest scores were significantly higher than pretest scores
Paired sample t-test	t = -13.291	df = 33	< .001	Supplementary analysis confirmed a significant mean difference

Analysis	Statistic	df / N	p	Interpretation
Effect size	Cohen's $d_z = 2.28$	-	-	Very large, but interpreted cautiously because there was no control group

Note: One participant had a zero difference score; therefore, the Wilcoxon analysis included 33 non-zero pairs.

DISCUSSION

The results showed a significant increase in students' assertive behavior scores after the *cinema education*-based group guidance service. The increase from a pretest mean of 35.0294 to a posttest mean of 48.7353 suggests that students reported stronger ability to express opinions, refuse negative peer pressure, and defend arguments politely after the service. The category distribution also changed positively, as the number of students in the high category increased from 9 to 28 students.

The improvement can be understood through the mechanism of modeling, character identification, guided reflection, and group discussion. Through the film, students observed a character who faced a decision-related conflict and learned to express personal aspirations. This symbolic model may have helped students identify examples of courage, decision-making, and respectful communication. During the guided discussion, the counselor connected the film scenes to assertive behavior indicators, allowing students to translate the character's experience into possible responses in their own school context. This mechanism is consistent with social learning theory, which emphasizes that behavior can be learned through observation and reflection on modeled actions (Bandura, 1997).

These findings support previous studies showing that film-based guidance or cinematherapy can facilitate social-emotional learning. Mamahit (2020) noted that *cinema education* can be used in group

guidance and counseling because film-based learning experiences help students develop ideas or solutions for themselves. Novitasari et al. (2022) and Mardiah and Ma'rifah (2025) also reported that cinema-based guidance can support empathy development, while Saman et al. (2021) showed that group guidance with cinematherapy and role-playing techniques can improve prosocial behavior. Although the outcome variables in these studies were not identical to assertiveness, their findings support the argument that film media can stimulate reflection on interpersonal behavior.

The result also aligns with studies on assertive training and group-based intervention. Speed et al. (2018) described assertiveness training as an evidence-based behavioral intervention for open and respectful self-expression. Blocker et al. (2021) reported that brief assertiveness intervention can improve assertiveness and help-seeking skills among youth. In school guidance settings, Maulinsari and Purnama (2022), Putri et al. (2023), and Insani et al. (2023) reported that group guidance or group counseling using assertive training can improve assertive behavior, interpersonal communication, and self-confidence. The present study adds a *cinema education* perspective by using film as a stimulus for modeling and reflection within group guidance.

Nevertheless, the results must be interpreted cautiously. The *one-group pretest-posttest* design cannot rule out alternative explanations for the score increase. Students may have scored higher because of repeated exposure to similar questionnaire items, teacher or counselor influence, group atmosphere, short-term emotional response after watching the film, or social desirability in answering the posttest. The posttest items were also contextualized to the *cinema education* experience, which may have encouraged students to provide more positive responses.

Therefore, the finding is more accurately interpreted as a significant improvement in posttest scores after the service, not as definitive proof that the film intervention alone caused the improvement.

The absence of a control group is the main methodological limitation. Without a comparison class that did not receive *cinema education*-based group guidance, it is difficult to determine whether the increase was caused by the intervention or by other contextual factors. In addition, the study measured students shortly after the intervention and did not include follow-up data. Therefore, the durability of assertive behavior change after several weeks or months remains unknown. Future research should use a quasi-experimental design with a non-equivalent control group or a randomized controlled design, include follow-up measurement, and use behavioral observation or teacher ratings to complement self-report questionnaire data.

From a practical perspective, *cinema education* can be used as an engaging medium in group guidance services when it is implemented with clear objectives, appropriate film selection, structured discussion questions, and reflection activities. The film should not be treated merely as entertainment. Its educational value depends on the counselor's ability to connect film scenes with targeted behavioral indicators and to guide students in practicing more assertive responses in real school situations.

CONCLUSION

This study showed that students' assertive behavior scores increased significantly after they participated in *cinema education*-based group guidance. The mean score increased from 35.0294 in the pretest to 48.7353 in the posttest, and the *Wilcoxon Signed-Rank Test* confirmed a significant difference between the two measurements. These findings indicate that *cinema education*-based group guidance can be used as a

promising school counseling service to support students' opinion expression, refusal of negative peer pressure, and respectful defense of personal rights.

However, the conclusion must be limited to score improvement in a *one-group pretest-posttest* design. The study cannot provide strong causal evidence because it did not include a control group, did not randomize participants, and did not conduct follow-up measurement. Future studies should use a stronger experimental design, involve comparison groups, validate the instrument more broadly, and examine whether the improvement in assertive behavior is maintained over time.

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