



Improving Assertive Behavior of Senior High School Students through Classical Guidance Based on Simulation Games

Hurin Nabila^{1*}, Nora Yuniar Setyaputri², Luwi Adi Basuki³

^{1,2}. Universitas Nusantara PGRI Kediri, Kediri, Indonesia

³ SMAN 2 Kota Kediri, Kediri, Indonesia

ARTICLE INFO

Received: April 09, 2025; **Revised:** April 28, 2025; **Accepted:** May 21 2025

KEYWORDS

Assertive behavior;
Simulation game;
Classical guidance;
Students

ABSTRACT

This study aims to help students become more confident and courageous in expressing their opinions and desires, known as assertive behavior. The intervention was conducted through group guidance services in the classroom using simulation games. This research employed a Guidance and Counseling Action Research (PTBK) method in two cycles. The sample consisted of 42 tenth-grade students from SMA Negeri 2 Kota Kediri. Assertive behavior was measured using a Likert-scale instrument consisting of 29 statements. The collected data were analyzed descriptively to observe changes in students' assertive behavior scores. The results showed an increase in the average assertive behavior score from 80 (moderate category) in the pre-test to 86 (moderate category) in the post-test after the first cycle. Further, they improved to 91 (high category) in the post-test after the second cycle. These findings indicate that applying simulation games through classical guidance services effectively enhances students' assertive behavior. The implication of this study serves as a foundation for developing classical guidance programs in schools that utilize simulation games as a medium to enhance students' assertive behavior.

KATA KUNCI

Perilaku asertif;
Permainan simulasi;
Bimbingan klasikal;
Siswa

ABSTRAK

Penelitian ini bertujuan untuk membantu siswa menjadi lebih percaya diri dan berani dalam mengungkapkan pendapat dan keinginannya, yang dikenal sebagai perilaku asertif. Intervensi dilakukan melalui layanan bimbingan kelompok di kelas dengan menggunakan permainan simulasi. Penelitian ini menggunakan metode Penelitian Tindakan Bimbingan dan Konseling (PTBK) yang dilaksanakan dalam dua siklus. Sampel penelitian terdiri dari 42 siswa kelas X SMA Negeri 2 Kota Kediri. Perilaku asertif diukur menggunakan instrumen skala Likert yang berisi 29 pernyataan. Data yang terkumpul kemudian dianalisis secara deskriptif untuk melihat perubahan skor perilaku asertif siswa. Hasil penelitian menunjukkan peningkatan rata-rata skor perilaku asertif dari 80 (kategori sedang) pada pre-test menjadi 86 (kategori sedang) pada post-test setelah siklus pertama, dan meningkat lagi menjadi 91 (kategori tinggi) pada post-test setelah siklus kedua. Kesimpulan penelitian menunjukkan bahwa penerapan permainan simulasi melalui layanan bimbingan klasikal secara efektif meningkatkan perilaku asertif siswa. Implikasi dari penelitian ini menjadi dasar untuk mengembangkan program bimbingan klasikal di sekolah yang menggunakan permainan simulasi sebagai media untuk meningkatkan perilaku asertif siswa.

1. INTRODUCTION

The age of high school students generally ranges from 15 years to 18 years, which is included in adolescence. Adolescence is a transitional period from childhood to adulthood, usually between 12 and 21 (Ramadhani, 2014). During this period, adolescents experience many physical and emotional changes. Teenagers also often feel that

* **Corresponding Author:** Hurin Nabila; hurinnabila310@gmail.com

Guidance and Counseling Study Program, Universitas Nusantara PGRI Kediri, Kediri, Indonesia

Address: Jl. Ahmad Dahlan No.76, Mojoroto, Kec. Mojoroto, Kota Kediri, Jawa Timur 64112, Indonesia

DOI: <https://doi.org/10.22460/quanta.v9i2.6020>



their emotions are up and down and unstable. In addition, adolescents are figuring out who they really are, so they sometimes feel confused or experience an identity crisis. Diananda (2019) explains that during this period, how adolescents relate to others begins to change. Teenagers also begin to feel they have the right to make their own decisions. Adolescents often face various obstacles in self-discovery, including difficulty expressing thoughts and emotions when mingling in a social environment. Teenagers desperately want to be accepted and liked by their peers. They can feel anxious and depressed if they are ostracized or belittled by their peers. Interestingly, for most adolescents, peers are considered more important than anyone else, even their parents (Diananda, 2019). Peers are defined as groups with relatively equal age or maturity levels. Another definition explains that peer groups are new environments with characteristics, norms, and habits that differ greatly from the previous environment (Diananda, 2019).

This very strong peer influence makes many adolescents less courageous in expressing their opinions honestly, which is referred to as assertive attitudes. When adolescents do not have good assertive skills, they tend to follow all the wishes of their friendship group without considering the positive or negative impact on themselves. As a result, not a few teenagers end up engaging in negative behavior, such as smoking, lying, skipping school, using drugs, participating in brawls, or committing other juvenile delinquency (Aryanto et al., 2021). This usually happens because adolescents cannot be assertive and do not dare say "no" to the invitation of wrong friends. Therefore, adolescents need to learn to be assertive, which is the courage to express opinions and feelings honestly but still be polite and not hurt others (Nisa et al., 2024). With this skill, teens can make good decisions for themselves, reject bad invitations from friends without fear of being ostracized, and be more confident in socializing. Assertiveness also helps teens to have a stand and not be easily influenced by negative things in the surrounding environment.

Alberti & Emmons (2017) say that assertive behavior is the ability to act in self-interest without excessive anxiety, express feelings honestly, and exercise personal rights without violating the rights of others. Dewi (2017) emphasized the importance of assertive behavior for all individuals, especially students. Students with good assertive behavior can express feelings openly without hurting others when facing unfavorable situations and can optimize their potential (Aryanto et al., 2021). However, not all students can behave assertively. Putri & Wahyuni (2018) assert that low assertive behavior is not innate but the result of learning from social situations in the environment. With a willingness to continue learning, assertive behavior can develop and improve.

The results of observations made at SMA Negeri 2 Kota Kediri students show that there are still students with low assertive behavior. Based on interviews with counseling teachers, some students follow peers to be accepted and are not assertive towards themselves, so they are involved in negative behaviors such as skipping class and joining a bad friendship environment. Some students still find it difficult to refuse friends' invitations, are not honest with their feelings, and are embarrassed to express their opinions. This is supported by the DCM results, which show social aspects in the high category and are reinforced by the assertive behavior scale instrument data. In dealing with the complexity of the problems described above, an appropriate and effective intervention approach is needed to improve assertive behavior in students. One solution is through classical guidance services with a simulation game method specifically designed to improve assertive skills (Utomo, 2021). As the main component of basic guidance and counseling service strategies, classical guidance aims to help students meet developmental tasks and develop important competencies in everyday life. The success of this service is highly dependent on the accuracy of the method selection. In this context, the simulation game method was chosen as the appropriate approach to be implemented. Setyaputri et al. (2018) argued that educational games can improve students' character and social skills.

Simulation games combine play and simulation activities where students are actively involved in a fun atmosphere to model situations that resemble real conditions (Fitria & Yudhawati, 2018). In this game, students actively participate in a fun atmosphere while trying to solve problems or face situations similar to real life. This method combines role-playing with group discussion so participants can learn while interacting. Several important steps must be taken to run a simulation game, including determining who will participate. According to Romlah (2018), simulation game participants consist of several roles, namely: 1) facilitator, the person who leads the game and makes sure everything runs smoothly; 2) writer, in charge of recording all events and important things during the game; 3) players, those who hold the play mark, answer questions, and participate in discussions about the messages in the game; 4) role holders, participants who act as figures or characters in the game scenario, so that the situation feels more real; 5) spectators, people who watch the simulation game and can give opinions, answer questions, and participate in discussions. With this division of roles, the simulation game becomes more structured, and each participant can learn in a fun and interactive way.

In its implementation, students are divided into groups that interact and compete to achieve certain goals while adhering to mutually agreed rules. This approach is very relevant for developing assertive behavior because it creates a replica of a social situation that requires the ability to behave assertively in its resolution. Through applying classical guidance integrated with simulation games, it is hoped that students can build and strengthen assertiveness so that it does not become a barrier to growth and development in various dimensions of life.

Although assertive behavior is an important skill that supports students' social and academic success, many high school students still struggle to express their opinions, desires, and feelings confidently and appropriately. Previous research has mostly focused on improving assertive behavior through conventional group guidance or individual counseling services (Omura et al., 2017; Hagberg et al., 2023; Ramaiya et al., 2017; Lee et al., 2022; Burton et al., 2019). In contrast, creative approaches such as simulation games in classical guidance settings have rarely been examined in depth. Therefore, this study aims to address that gap by using simulation games in classical guidance to enhance assertive behavior among tenth-grade students at SMA Negeri 2 Kota Kediri, helping them become more active, confident, and willing to express their thoughts in the school environment.

2. METHOD

2.1 Research Design

This study employed the Guidance and Counseling Action Research (PTBK) method. PTBK enables school counselors to enhance guidance and counseling services by evaluating and reflecting on previous practices. This study applied PTBK to improve students' assertive behavior through classical guidance services using simulation games. The research was conducted in two cycles, each consisting of one meeting. The research process followed the model proposed by Kemmis and McTaggart, which includes four stages: planning, action, observation, and reflection (Utomo et al., 2024). The first cycle introduced the concept of assertive behavior and implemented a 45-minute simulation game activity, dividing the 42 students into seven groups. Based on the evaluation and reflection from cycle one, the second cycle was designed with improved planning, focusing on previously unmet indicators. It included refined game mechanics, enhanced worksheets, and better evaluation instruments. The second cycle also featured the "Assertiveness Trail" simulation game, followed by a final reflection to measure the overall success of the intervention.

2.2 Research Subjects

The subjects of this research were 42 first grade students of SMA Negeri 2 Kota Kediri. This class was selected based on the school counselor's recommendation and also served as the researcher's assigned class.

2.3 Data Collection

Data were collected using an assertive behavior scale instrument based on a Likert scale. Students responded to 29 statements by selecting one of four response options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The instrument was designed to assess various aspects of assertive behavior.

2.4 Data Analysis

The data were analyzed using descriptive analysis techniques. According to Sugiyono (2022), descriptive analysis describes the data as they are, without drawing broad generalizations. This method was applied to observe score changes in assertive behavior before and after each intervention cycle, helping identify the effectiveness of the simulation game method in promoting assertiveness among students

3. RESULTS AND DISCUSSION

3.1 Results

This research was conducted to improve students' assertive behavior through classical guidance services with simulation games. Researchers went through several stages to collect research data, including pre-cycle, cycle I, and cycle II.

1. Pre Cycle

Researchers distributed assertive behavior scale instruments in first grade students of SMA Negeri 2 Kota Kediri at this stage. The scale distribution aims to determine the initial condition of students' level of assertive

behavior and, simultaneously, become a pre-test. The profile of the general description on the pre-test of assertive behavior of first grade students of Negeri 2 Kota Kediri is as follows

Table 1. Overview of Student Assertive Behavior Pre-Test

Interval	Category	Frequency	Percentage
29 - 57	Low	4	10%
58 - 86	Medium	30	71%
87 - 116	High	8	19%
Total		42	100%

The table above shows the percentage of 42 students who took the assertive behavior scale pre-test ranging from low to high categories. There are four students (10%) in the low category, 30 students (70%) in the medium category, and eight students (19%) in the high category. These percentages indicate the need for students to understand the concept and practice of assertive behavior in everyday life. Thus, the researcher prepared a Guidance and Counseling Service Implementation Plan (RPLBK) implemented through classical guidance. The main innovation in this intervention is using a simulation game method packaged in a board game media format named "Assertiveness Trail." This game is designed to facilitate understanding and developing assertive skills in an interactive and fun way.

The implementation of services is carried out in two cycles; each cycle is calculated with one meeting for 1x45 minutes in the classroom. In its implementation, the researcher prepares the sheets needed to support the service's success, which can be used as an evaluation for the next stage. The sheets prepared at the next meeting are process evaluation sheets, results evaluation sheets, and student worksheets (attendance sheets and simulation game observer sheets).

2. Cycle I

Implementing classical guidance services with the "Assertiveness Trail" simulation game method has been carried out through careful and systematic planning. Researchers prepared various supporting components, including RPLBK, game media, and evaluation instruments, to ensure the smooth running of the service. The implementation of cycle I is divided into three stages, namely the initial stage (opening and orientation), the core stage (introduction of assertive concepts and implementation of simulation games), and the closing stage (reflection and evaluation). Observations during the process indicated challenges in the dynamics of student participation, where some students took longer to respond, and discussions tended to be dominated by more confident students. As a follow-up, the researcher conducted a post-test of cycle I to measure changes in students' assertive behavior after the intervention. This will be the basis for evaluation and improvement for implementing the next cycle. The following table is an overview of students' assertive behavior post-test I:

Table 2. Overview of Post-Test I Student Assertive Behavior

Interval	Category	Frequency	Percentage
29 - 57	Low	0	0%
58 - 86	Medium	23	55%
87 - 116	High	19	45%
Total		42	100%

Based on the table above, the distribution of students' assertive behavior levels has changed positively, with 23 students (55%) in the medium category and 19 students (45%) reaching the high category. The most notable thing is the absence of students in the low category (0%), in contrast to the *pre-test* results, which showed that 10% of students were in the low category. Based on the observation and analysis of the results, the researcher planned to implement the second cycle with modifications to the allocation of discussion time in the "Assertiveness Trail" simulation game. This extended discussion time aims to provide more adequate opportunities for all students to analyze the message cards comprehensively, encourage more inclusive participation, and allow for a deeper reflection process on the application of assertive behavior in various contexts of daily life.

3. Cycle II

The implementation of cycle II in classical guidance services shows comprehensive planning with the preparation of RPLBK, the "Assertiveness Trail" game media, and the preparation of evaluation instruments to

measure the development of students' assertive behavior. The implementation of cycle I is divided into three stages, namely the initial stage (opening and orientation), the core stage (implementation of simulation games with modifications in the form of extended discussion time and role rotation), and the closing stage (reflection and evaluation). Refining the method in cycle II with the allocation of longer discussion time (5 minutes per group) and role rotation between group members significantly increased student involvement. The observation results showed increased students' enthusiasm and active participation in the entire service process, reflected in the intensity of discussions, involvement in role-playing, good cooperation skills, and optimal task completion. As a follow-up, researchers conducted a *post-test* II to measure the overall impact of the intervention on the development of students' assertive behavior. The following table is an overview of the *post-test* II assertive behavior of students:

Table 3. Overview of *Post-Test* II Student Assertive Behavior

Interval	Category	Frequency	Percentage
29 - 57	Low	0	0%
58 - 86	Medium	11	26%
87 - 116	High	31	74%
Total		42	100%

The table above shows a substantial increase in students' assertive behavior after the implementation of the second cycle. The table above shows a significant shift in distribution, with 11 students (26%) in the moderate category and the majority, 31 students (74%), reaching the high category. Compared to the previous post-test results, 55% of students were in the moderate category and 45% in the high category. This data confirms consistent and meaningful progress. These quantitative achievements provide empirical evidence of the effectiveness of the classical guidance service intervention through the "Assertiveness Trail" simulation game method implemented for two service skills. The progressivity seen in the percentage increase is an indicator of the success of the program while confirming that the modification in the second cycle with an extension of discussion time and role rotation succeeded in optimizing the development of assertive skills of first grade students of SMA Negeri 2 Kota Kediri. This can be seen from the results of the average scores of pre-test, post-test I, and post-test II assertive behavior of students in first grade students of SMA Negeri 2 Kota Kediri, as follows:

Table 4. Average Score Results of Pre-Test, Post-Test I, and Post-Test II Student Assertive Behavior

No.	Score	Total	Average	Category
1.	<i>Pre-Test</i>	3349	80	Medium
2.	<i>Post-Test</i> I	3600	86	Medium
3.	<i>Post-Test</i> II	3837	91	High

The table above indicates that the average pre-test score of students was 80, which falls into the moderate category. Following the implementation of the first cycle, the post-test I average score rose to 86, still within the moderate range, suggesting a positive but limited improvement in students' assertive behavior. However, a more substantial gain was observed in the second cycle. The post-test II average score increased to 91, shifting from the moderate to the high category. This progression demonstrates that while the first cycle produced a modest improvement, the enhancements in the second cycle led to a more significant impact on students' assertiveness levels.

3.2. Discussion

The Guidance and Counseling Action Research (PTBK) has been implemented through two intervention cycles with first grade students of SMA Negeri 2 Kota Kediri students. Each cycle was implemented in a classroom setting for 45 minutes, equivalent to one standard lesson hour. The comprehensive results showed that the classical guidance service of the simulation game method effectively improved students' assertive behavior. Simulation game is a service method that combines elements of games with simulation principles, where students experience or practice situations that represent real conditions in a controlled and safe environment. This is in line with the opinion of Arifin (2017), who argues that simulation games can facilitate students in obtaining meaningful learning experiences through the process of experiencing directly. This method is an interesting and adaptive strategy in students' social-emotional learning process. The advantage of this method lies in its ability to develop comprehensive skills, including problem-solving abilities, decision-making processes, effective communication, and

collaboration in the context of teamwork (Setyaputri, Krisphianti, & Nawantara., 2021). All aspects are directly correlated with the development of assertive behavioral abilities.

Jones & Kolko (2019) in their research confirmed that the simulation game method successfully improves students' social skills because this method provides a safe space for students to practice without worrying about negative consequences in the real world. This shows that students begin understanding the basic concepts of assertiveness through the "Assertiveness Trail" game. Students have recognized situations that require assertiveness, although they have not always been able to apply it consistently. According to Bandura's social learning theory (in Suhardita, 2017), this stage indicates the "attention" and "retention" phases, where students begin to pay attention and store information about assertive behavior but have not fully reached the "reproduction" and "motivation" stages.

A greater improvement occurred in the second cycle, where the category changed from moderate to high (86 to 91). This proves that the additional discussion time had a positive impact. Nugroho & Hartati (2021) stated that reflection and in-depth post-simulation discussion are crucial to developing social skills. With more time, students have more opportunities to understand various aspects of assertive behavior and reflect on their personal experiences. The continuous increase in scores from the beginning to the end illustrates the continuous learning process. Students gradually develop assertiveness through practice and input in a supportive environment. This development pattern aligns with Mustika's (2019) findings, which explain that assertive behavior develops through progressive stages and requires repeated reinforcement. Alberti & Emmons (2017) also emphasized that assertive behavior is not an innate trait but a skill that can be learned and trained through appropriate experiential learning methods.

This research also shows that social skills such as assertiveness cannot be mastered quickly. It takes a continuous development process with the right support. Widiastuti (2018) said that increasing assertiveness requires a gradual and consistent process. This is reinforced by Pratiwi & Sunarya (2020), who noted the need for at least two intervention cycles to get optimal results in developing adolescent assertive skills. The effectiveness of simulation games in this study can be explained through Kurniawan's research (2022), which found that active involvement in simulation activities increased students' intrinsic motivation to practice new social skills. The "Jejak Asertivitas" game successfully creates a learning environment that combines fun elements with appropriate cognitive and emotional challenges, as Dewantara & Astuti (2021) recommended in developing social-emotional skills learning models. In addition, the game is an entertainment suggestion and a pedagogical and psychological instrument that can simultaneously touch cognitive, affective, and psychomotor aspects (Setyaputri, 2016).

Another important aspect is the mentoring and reflection process conducted after the simulation game. Muryani & Lestari (2023) in their research highlighted the importance of reflection sessions in incorporating learning from simulation experiences. In this study, the discussion after the game helped students identify their behavior patterns and explore alternative, more assertive responses, thus strengthening the application of behavior to real-life situations. The increase in students' assertive behavior also impacts other aspects of psychosocial development. Darmawan (2020) states that good assertive behavior positively correlates with self-esteem and conflict management skills. This finding is also supported by Sukamadinata & Yulianti (2018), who found that adolescents with high levels of assertiveness showed better resilience to peer pressure and could maintain self-integrity in challenging social situations.

This study, in line with previous research, demonstrates that classical guidance services utilizing simulation games effectively enhance assertive behavior among senior high school students. Simulation games create an engaging and interactive environment where students can safely express their thoughts, feelings, and needs without fear of negative judgment (Lamb et al., 2018). This safe space is essential for building confidence and encouraging students to experiment with assertive communication, which is often challenging for adolescents still developing social skills.

Furthermore, this method actively involves students in learning, shifting them from passive recipients to active participants. Through role-playing and simulated scenarios, students practice real-life situations that require assertiveness, such as standing up for themselves or negotiating with peers (Mansour et al., 2020). This hands-on engagement increases students' motivation and helps them internalize the concepts more effectively than traditional counseling methods that rely heavily on discussion or lecture formats. The collaborative nature of the simulation also fosters peer interaction and support, further reinforcing positive behavior changes (Dzemidzic Kristiansen et al., 2019).

Another key factor contributing to the success of this approach is the integration of reflection and constructive feedback throughout the guidance sessions. Reflection allows students to analyze their actions and communication

styles critically, recognizing strengths and identifying areas for improvement. Feedback from counselors and peers provides targeted guidance, helping students refine their assertive skills and build self-awareness. This cyclical process of practice, reflection, and feedback aligns with experiential learning principles, promoting meaningful behavioral change that can extend beyond the classroom into students' everyday social interactions.

4. RESEARCH IMPLICATIONS

The results of this study have several implications that can make an important contribution to the development of guidance and counseling science. This research strengthens the theory that assertive behavior can be developed through classical guidance, which aligns with the adolescent social development theory emphasizing the importance of healthy interpersonal communication. Practically, this research provides a new understanding for students about the importance of assertive behavior in everyday life. For guidance and counseling teachers, the results of this study can be used as a reference in designing and implementing more structured classical guidance services, especially those aimed at improving students' social skills and assertive behavior. In addition, this research can be used as a reference in designing further research, especially those that focus on developing innovative classical guidance services such as simulation game methods.

5. CONCLUSION

This study demonstrates that the simulation game method effectively enhances students' assertive behavior. Throughout two cycles of classical guidance services, each lasting 45 minutes, students showed a noticeable improvement in their ability to express opinions and feelings confidently and appropriately. The interactive nature of simulation games offers students hands-on experiences, enabling them to practice assertive behavior in a safe, structured setting. Notably, the addition of reflection and discussion time in the second cycle further strengthened the impact of the intervention, supporting deeper understanding and reinforcing behavioral change.

The findings highlight the value of engaging student-centered approaches in guidance and counseling services. Simulation games support the development of assertive behavior and foster greater participation, motivation, and collaboration among students. These results affirm the importance of interactive, sustainable counseling methods in addressing students' social and emotional development, particularly at the senior high school level. As such, simulation games can be considered a viable alternative or complement to more traditional counseling techniques.

Based on the results, several recommendations can be made. First, school counselors should consider adopting simulation game methods as part of their strategy to promote assertive behavior among students. Second, schools are encouraged to provide full support for such programs, including scheduling time, supplying necessary materials, and formulating supportive policies. Lastly, future researchers are advised to explore and refine the use of simulation games in classical guidance services, further addressing any limitations encountered in this study to enhance the effectiveness and applicability of this approach.

ACKNOWLEDGMENTS

The Authors extends sincere gratitude to all who supported this study, including supervisors for their guidance, colleagues for their cooperation and encouragement, and counseling tutors for sharing practical field experiences. Special thanks are also given to the Principal and staff of SMA Negeri 2 Kota Kediri for their permission and support. May all acts of kindness be rewarded by God Almighty.

AUTHOR CONTRIBUTION STATEMENT

The authors declare that they have contributed equally and substantially to this work. Their contributions include the conception and design of the study, data collection, data analysis and interpretation, as well as the drafting, critical revision, and final approval of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

REFERENCES

- Alberti, R., & Emmons, M. (2017). *Your Perfect Right: A Guide to Assertive Behavior*. Impact Publishers
- Arifin, Z. (2017). Pengembangan metode permainan simulasi dalam bimbingan kelompok untuk meningkatkan keterampilan sosial siswa SMA. *Jurnal Bimbingan dan Konseling Indonesia*, 2(1), 15–22. <https://ejournal.upi.edu/index.php/JBKI/article/view/11358>
- Aryanto, W., Arumsari, C., & Sulistiana, D. (2021). Hubungan antara harga diri dengan perilaku asertif pada remaja. *Quanta*, 5(3), 95–105. <https://doi.org/10.22460/q.v5i3p95-105.2815>
- Burton, C. L., Wang, K., & Pachankis, J. E. (2019). Psychotherapy for the spectrum of sexual minority stress: Application and technique of the ESTEEM treatment model. *Cognitive and Behavioral Practice*, 26(2), 285–299. <https://doi.org/10.1016/j.cbpra.2018.10.003>
- Darmawan, A. (2020). Hubungan antara asertivitas dengan harga diri dan keterampilan resolusi konflik pada remaja. *Jurnal Psikologi Pendidikan dan Perkembangan*, 9(2), 112–123. <https://journal.unnes.ac.id/sju/index.php/jppp/article/view/36434>
- Dewantara, I. P., & Astuti, B. (2021). Model pembelajaran keterampilan sosial-emosional melalui permainan simulasi untuk siswa sekolah menengah. *Jurnal Kajian Bimbingan dan Konseling*, 6(1), 21–33. <https://ejournal.um.ac.id/index.php/jkbk/article/view/15203>
- Dewi, K. (2017). Pengaruh layanan bimbingan kelompok dengan teknik sosiodrama terhadap perilaku asertif siswa. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 6(3), 8–14. <https://doi.org/10.15294/ijgc.v6i3.17010>
- Diananda, A. (2019). Psikologi remaja dan permasalahannya. *Istighna: Jurnal Pendidikan dan Pemikiran Islam*, 1(1), 116–133. <https://ejournal.staialhidayahbogor.ac.id/index.php/istighna/article/view/63>
- Dzemidzic Kristiansen, S., Burner, T., & Johnsen, B. H. (2019). Face-to-face promotive interaction leading to successful cooperative learning: A review study. *Cogent Education*, 6(1), 1674067. <https://doi.org/10.1080/2331186X.2019.1674067>
- Fitria, E., & Yudhawati, D. (2018). Pengembangan model bimbingan kelompok teknik permainan simulasi berbasis token economy untuk meningkatkan konsep diri positif siswa tunarungu. In *Prosiding Seminar Nasional Strategi Pelayanan Bimbingan dan Konseling di Era Disrupsi* (pp. 77–87). <https://prosiding.unipma.ac.id/index.php/SNBK/article/view/1166>
- Hagberg, T., Manhem, P., Oscarsson, M., Michel, F., Andersson, G., & Carlbring, P. (2023). Efficacy of transdiagnostic cognitive-behavioral therapy for assertiveness: A randomized controlled trial. *Internet Interventions*, 32, 100629. <https://doi.org/10.1016/j.invent.2023.100629>
- Hidayati, N., & Purnomo, E. (2020). Peningkatan perilaku asertif siswa melalui teknik permainan simulasi dalam bimbingan kelompok. *Jurnal Ilmiah Konseling*, 7(2), 85–94. <https://ejournal.unib.ac.id/index.php/jik/article/view/11634>
- Jones, T., & Kolko, M. (2019). Simulation games as tools for developing assertiveness and decision-making skills in adolescents. *International Journal of Game-Based Learning*, 9(4), 45–57. DOI: <https://doi.org/10.4018/IJGBL.2019100104>
- Kemmis, S., & McTaggart, R. (2017). *Panduan menulis penelitian tindakan kelas & karya tulis ilmiah untuk guru*. ARASKA. <https://www.araska.co.id/>
- Kurniawan, H. (2022). Analisis motivasi intrinsik siswa dalam pembelajaran berbasis simulasi. *Jurnal Pendidikan dan Pembelajaran*, 11(1), 32–41. <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/52367>
- Lamb, R. L., Annetta, L., Firestone, J., & Etopio, E. (2018). A meta-analysis with examination of moderators of student cognition, affect, and learning outcomes while using serious educational games, serious games, and simulations. *Computers in Human Behavior*, 80, 158–167. <https://doi.org/10.1016/j.chb.2017.10.040>
- Lee, E., De Gagne, J. C., Randall, P. S., Kim, H., & Tuttle, B. (2022). Effectiveness of speak-up training programs for clinical nurses: A scoping review. *International Journal of Nursing Studies*, 136, 104375. <https://doi.org/10.1016/j.ijnurstu.2022.104375>
- Mansour, M., Jamama, A., Al-Madani, M., Mattukoyya, R., & Al-Anati, A. (2020). Reconciling assertive communication skills with undergraduate nursing education: Qualitative perspectives from British and Saudi newly-graduated nurses. *Health Professions Education*, 6(2), 176–186. <https://doi.org/10.1016/j.hpe.2019.11.005>
- Muryani, S., & Lestari, D. (2023). Peran refleksi dalam pembelajaran keterampilan sosial berbasis experiential learning. *Jurnal Psikologi Pendidikan*, 12(1), 54–65. <https://journal.unnes.ac.id/sju/index.php/jpp/article/view/45678>

- Mustika, R. (2019). Perkembangan perilaku asertif pada remaja: Studi longitudinal di SMA Negeri 3 Bandung. *Jurnal Psikologi Perkembangan*, 8(3), 129–140. <https://ejournal.upi.edu/index.php/JPP/article/view/12345>
- Nissa, N. K., Ridhani, A. R., & Prasetya, M. E. (2024). The Effectiveness of Group Guidance Services Based on Banjar Oral Culture in Improving Students' Politeness Behavior. *Indonesian Journal of Guidance and Counseling Studies*, 1(2), 52–64. Retrieved from <https://ojs.aeducia.org/index.php/ijgcs/article/view/228>
- Nugroho, A., & Hartati, S. (2021). Efektivitas diskusi reflektif dalam meningkatkan keterampilan sosial siswa SMA. *Jurnal Bimbingan dan Konseling*, 10(2), 78–89.
- Omura, M., Maguire, J., Levett-Jones, T., & Stone, T. E. (2017). The effectiveness of assertiveness communication training programs for healthcare professionals and students: A systematic review. *International Journal of Nursing Studies*, 76, 120–128. <https://doi.org/10.1016/j.ijnurstu.2017.09.001>
- Pratiwi, S., & Sunarya, Y. (2020). Implementasi permainan simulasi dalam dua siklus untuk mengembangkan keterampilan asertif remaja. *Jurnal Ilmu Pendidikan*, 18(1), 45–54.
- Putri, R. M., & Wahyuni, T. (2018). Pengaruh bimbingan kelompok terhadap perilaku asertif siswa di SMP Srijaya Negara. *Jurnal Bimbingan dan Konseling Terapan*, 2(2), 178–183. <https://doi.org/10.30598/jbkt.v2i2.376>
- Rahmawati, F. (2018). Metode permainan simulasi dalam pengembangan keterampilan sosial siswa sekolah menengah atas. *Jurnal Penelitian Pendidikan*, 15(2), 210–221.
- Ramadhani, T. N., & Putrianti, F. G. (2014). Hubungan antara kepercayaan diri dengan citra diri pada remaja akhir. *Jurnal Spirits*, 4(2), 22–32. <https://doi.org/10.30738/spirits.v4i2.1117>
- Ramaya, M. K., Fiorillo, D., Regmi, U., Robins, C. J., & Kohrt, B. A. (2017). A cultural adaptation of dialectical behavior therapy in Nepal. *Cognitive and Behavioral Practice*, 24(4), 428–444. <https://doi.org/10.1016/j.cbpra.2016.10.003>
- Romlah, T. (2018). *Teori dan praktek bimbingan kelompok*. Penerbit Universitas Negeri Malang.
- Setyaputri, N. Y. (2016). Media permainan “Roda Pelangi” sebagai alternatif pilihan media bimbingan dan konseling di sekolah. *Seminar Nasional Bimbingan Konseling*, 1(1), 146–150. <https://prosiding.fip.unesa.ac.id/index.php/prosidingsemnasbk/article/view/40>
- Setyaputri, N. Y., Krisphianti, Y. D., & Nawantara, R. D. (2021). Badranaya: A board game to enhance prospective multicultural counselors' impartial character. *Jurnal Kajian Bimbingan dan Konseling*, 6(1), 24–33. <https://journal2.um.ac.id/index.php/jkbk/article/view/16584>
- Setyaputri, N. Y., Krisphianti, Y. D., & Puspitarini, I. Y. D. (2018). Permainan roda pelangi sebagai media untuk meningkatkan karakter fairness siswa sekolah dasar. *Jurnal Kajian Bimbingan dan Konseling*, 3(3), 108–118. <https://doi.org/10.17977/um001v3i32018p108>
- Sugiyono. (2022). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Suhardita, K. (2017). Penerapan teori pembelajaran sosial Albert Bandura dalam bimbingan dan konseling. *Jurnal Fokus Konseling*, 3(1), 1–12.
- Sukmadinata, N., & Yulianti, D. (2018). Asertivitas dan ketahanan terhadap tekanan sebaya pada remaja. *Jurnal Psikologi Pendidikan*, 7(2), 97–108.
- Utomo, P. (2021). Model Konseling Kelompok Berbasis Terapi Bermain Asosiatif Untuk Meningkatkan Keterampilan Sosial Siswa ABK. *Al-Isyrof: Jurnal Bimbingan Konseling Islam*, 3(2), 56–72. <https://doi.org/10.51339/isyrof.v3i2.329>
- Utomo, P., Asvio, N., & Prayogi, F. (2024). Metode Penelitian Tindakan Kelas (PTK): Panduan Praktis untuk Guru dan Mahasiswa di Institusi Pendidikan. *Pubmedia Jurnal Penelitian Tindakan Kelas Indonesia*, 1(4), 19. <https://doi.org/10.47134/ptk.v1i4.821>
- Widiastuti, R. (2018). Perkembangan keterampilan asertif pada remaja: Studi longitudinal selama tiga tahun. *Jurnal Psikologi*, 14(2), 167–178.

Copyright holder:

© Nabila, H., Setyaputri, N. Y., & Basuki, L. A. (2025)

First Publication Right:

Quanta Journal (Kajian Bimbingan dan Konseling dalam Pendidikan)

This Article is licensed under:

CC-BY-SA (Creative Commons Attribution-ShareAlike 4.0 International License)