Assertive Behavior in Classical Counseling Guidance Services to Improve Adolescent Social Skills

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Abstract	Abstrak
This project aims to investigate how intervention methods might be tailored to meet the individual requirements of teenagers from diverse cultural and social backgrounds. The objective is to make substantial contributions to education and developmental psychology, particularly in enhancing adolescent social skills via the implementation of assertive conduct in traditional counseling guidance services. The descriptive qualitative research method employing a case study methodology seeks to deliver a comprehensive grasp of the occurrences encountered by the research subjects. Site of investigation This study was performed on students at SMPIT Mutiara Cendekia Lubuklinggau, situated on Jalan Jenderal Sudirman, Jogoboyo Village, Lubuklinggau Utara II District, Lubuklinggau City. The study's findings indicated that assertive behavior is a crucial component in fostering successful communication and cultivating healthy social ties among students. In classical counseling guidance services, students are instructed to excel in several facets of assertiveness, including making requests, issuing refusals, self-expression, offering praise, and participating in conversations. The cultivation of assertive skills via traditional counseling services substantially enhances students' psychological well-being, communication abilities, and social interactions. Students enjoy enhanced self-confidence and can make substantial contributions to the improvement of social skills within the educational environment. Proficiency in social skills, encompassing empathy, cooperation, verbal and non-verbal communication, together with the capacity for constructive conflict resolution, fosters an inclusive and collaborative social environment that enhances collective learning.	*Penelitian ini dilatarbelakangi menggali secara mendalam bagaimana model intervensi dapat disesuaikan kebutuhan spesifik remaja dengan berbagai budaya dan sosial. Tujuan memberikan kontribusi signifikan bagi bidang pendidikan dan psikologi perkembangan, khususnya dalam upaya meningkatkan keterampilan sosial remaja melalui penerapan perilaku asertif dalam layanan bimbingan konseling klasikal. Metode Penelitian kualitatif deskriptif yang menggunakan pendekatan studi kasus bertujuan untuk memberikan pemahaman mendalam mengenai fenomena yang dialami oleh subjek penelitian. Lokasi penelitian Penelitian ini dilaksanakan pada siswa SMPIT Mutiara Cendekia Lubuklinggau yang beralamatkan di Jalan Jenderal Sudirman Kelurahan Jogoboyo Kecamatan Lubuklinggau Utara II Kota Lubuklinggau. Hasil penelitian didapatkan bahwa perilaku asertif merupakan elemen penting dalam pengembangan komunikasi efektif dan hubungan sosial yang sehat di kalangan siswa. Layanan bimbingan konseling klasikal, siswa dilatih untuk menguasai berbagai aspek asertivitas, yaitu permintaan, penolakan, pengekspresian diri, pujian, dan berperan dalam pembicaraan. Pengembangan keterampilan asertif melalui layanan bimbingan konseling klasikal memberikan dampak positif yang signifikan terhadap kesejahteraan psikologis, keterampilan komunikasi, dan hubungan sosial siswa. Siswa tidak hanya mengalami peningkatan dalam aspek kepercayaan diri sebagai individu, tetapi juga mampu memberikan kontribusi yang signifikan dan bermakna dalam meningkatkan keterampilan sosial di lingkungan sekolah. Penguasaan keterampilan sosial dengan empati, kerjasama, komunikasi verbal dan non-verbal, serta kemampuan untuk menyelesaikan konflik secara konstruktif dapat menciptakan lingkungan sosial yang inklusif, kolaboratif, dan mendukung proses pembelajaran bersama.*
Keyword : Assertive Behavior, Classical Counseling Guidance, Social Skills	***Kata Kunci :** Perilaku Asertif, Bimbingan Konseling Klasikal, Keterampilan Sosial*

BACKGROUND

Adolescence is a transitory phase during which individuals undergo physical, social, and psychological maturation, alongside different developmental requirements, including the capacity to swiftly adjust to their surroundings. Psychologically, teenagers undergo a time of integration into adult society, achieving parity in social connections with surrounding adults (Sumanto, 2014). Peer influence is quite significant in adolescent social life. Adolescents frequently allocate more time to their peers than to their family members (Mukti, 2019). Adolescents frequently unwittingly conform to social preferences, disregarding individual interests, which can result in regret and loss; if unaddressed, this may adversely affect their future development. A vital skill in daily social interaction is the capacity to communicate.

Communication during adolescence differs from those of earlier developmental stages. Communication throughout the adolescent developmental stage entails increased social engagement within both local and big groups (Khamidah & Yulia, 2022). The main purpose of communication is to convey various desires and feelings to others, which is also related to individual skills in behaving assertively. This statement is supported by arguments Hanifah et al., (2023) which states that assertive behavior is a skill that needs to be learned to adjust behavior to interpersonal situations in order to maintain desires.

Assertive behavior is one of the interpersonal skills that is very important in everyday life, especially for teenagers who are at a critical stage of social and emotional development (Salau et al., 2023). Teenagers as individuals who are searching for their identity, often face challenges in interacting with their social environment, whether at school, family, or other communities. Assertive skills allow individuals to convey opinions, feelings, and needs clearly, firmly, but still respect others (Iranty et al., 2024). In adolescents, assertive behavior serves as an effective mechanism to enhance social skills, including communication, dispute resolution, and the establishment of healthy relationships.

However, the facts on the ground show that many teenagers have difficulty in developing assertive behavior (Abidin, 2011). This results from multiple variables, such as a deficiency in comprehending assertiveness, the impact of a non-supportive environment, or an incapacity to recognize situations necessitating assertiveness. Moreover, adolescents frequently exhibit passive or violent behavioral behaviors in reaction to social pressure. Passive behavior may lead individuals to feel undervalued or overlooked, whereas aggressive behavior can harm social connections and incite unwarranted confrontation (Makati & Reyhan, 2024). Deficient social skills in adolescents can adversely affect their lives, both academically and socially. Numerous research indicate that deficient social skills may result in social isolation, diminished self-esteem, and potentially violent or passive-aggressive behavior as a compensatory mechanism for their lack of assertiveness (Muliani, 2017). Consequently, suitable treatments are essential for assisting teenagers in cultivating assertive conduct as a component of their social skills. A viable method involves traditional guidance and counseling services in educational institutions, designed to deliver direct instruction and training to students within a controlled and supportive environment (Sapruddin, 2023).

Traditional guidance and counseling services possess advantages over individual or small group methods, as they can concurrently accommodate a larger number of students (Rimayati, 2023). This service can also foster a collaborative learning atmosphere, enabling students to share experiences and learn from one another. The implementation of assertive conduct in traditional counseling services remains underexplored, necessitating additional research to formulate an effective and pertinent intervention model for teenagers.

Although the importance of assertive behavior in improving social skills has been widely discussed in the literature, there are still some research gaps that need to be bridged. First, most of the existing research focuses more on the development of assertive behavior through individual or small group training, while the application of this concept in classical counseling guidance services is still rarely explored (Anuar et al., 2024). Second, previous studies tend to only evaluate the effectiveness of assertive behavior without looking at how its implementation can be adjusted to the characteristics of adolescents in heterogeneous school environments (Moirangthem & Sumita, 2023). Third, there is a lack of research that integrates developmental psychology theories with classical counseling practices to produce a more holistic and relevant intervention model for adolescents (Praekanata et al., 2024).

Previous research has not fully addressed the contemporary challenges faced by adolescents, with the influence of social media and increasingly complex social dynamics. Social media has changed the way adolescents communicate and interact with others. Many adolescents are more comfortable communicating online than face-to-face, which can affect their ability to be assertive in real situations (Ardaningrum & Savira, 2022). This underscores the necessity for more innovative and adaptive research relevant to the contemporary situation, enabling the provision of practical and appropriate solutions for educational practitioners.

Research on assertive behavior and social skills has grown rapidly in recent decades. Alberti & Emmons, (2017) present the fundamental notion of assertiveness as a skill that can be acquired and enhanced via systematic practice. They assert that assertiveness is not an inherent quality, but a skill that can be cultivated through a methodical process. Research Rizki et al., (2015) demonstrates that assertiveness training can enhance interpersonal communication abilities and diminish social anxiety in adolescents.

Conversely, Muthohharoh, (2016) emphasizes the significance of environmental support in cultivating assertive behavior, particularly the influence of educators and school counselors in fostering an environment that enhances kids' social skills development. Adolescents who get affirmative

support from their environment are more likely to exhibit assertive behavior than those lacking such support.

In the context of classical counseling guidance services, Kartika & Siregar, (2023) demonstrates that this methodology possesses significant potential to enhance the social competencies of adolescents collectively. Students engaged in a classical counseling guidance program emphasizing assertiveness shown notable enhancements in their communication and conflict resolution abilities relative to those who did not partake in the program (Badaruddin, 2015). This research is still limited to certain populations and has not explored in depth how intervention models can be adapted to the specific needs of adolescents in various cultural and social backgrounds.

This study provides a strategy for the implementation of assertive behavior in classical counseling services that is more flexible and inclusive. This study's originality is attributed to three primary characteristics. This study synthesizes assertiveness theory with traditional counseling methods to create a comprehensive and evidence-based therapeutic strategy. This model emphasizes the technical development of assertive skills while also accounting for psychological, social, and cultural elements that affect adolescent behavior.

Second, this study considers the current context, such as the influence of social media and increasingly complex social dynamics, in designing an intervention program that is relevant to adolescents. This study will explore how assertive behavior can be applied in online communication situations, which are an important part of adolescents' lives today. Third, this study explores how the intervention model can be adjusted to the characteristics of adolescents from various cultural and social backgrounds, so that the results can be generalized to various educational contexts.

This study aims to make substantial contributions to the domains of education and developmental psychology, particularly in enhancing adolescent social skills via the implementation of assertive behavior within traditional guidance and counseling services. The findings are anticipated to serve as a reference for educational practitioners and school counselors in formulating more effective and pertinent intervention programs tailored to contemporary student needs. Furthermore, adolescents exhibiting elevated assertive behavior demonstrate an improvement in interpersonal communication skills (Maisyaroh & Astuti, 2024). Moreover, adolescents exhibiting effective assertive behavior can mitigate delinquency and offer emotional support, in addition to enhancing their communication skills.

This research is significant not only academically but also has extensive practical implications. This research can assist schools in fostering a more inclusive educational environment and enhancing students' social-emotional development. Traditional guidance and counseling services emphasizing aggressive behavior may address issues such as bullying, prejudice, and student conflicts, typically stemming from inadequate social skills (Naqiyah, 2021). Schools face significant issues that necessitate effective guidance and counseling strategies, with assertiveness training serving to avoid and mitigate instances of violence.

This research is pertinent to educational policy by offering insights and comprehension in the education of children within schools. The government and educational institutions may utilize the findings of this study to inform policies that enhance the development of students' social skills via guidance and counseling services. Utilizing an empirically validated intervention paradigm, schools may more effectively administer programs tailored to kids' needs.

The certified behavioral skills implemented in this study via the classical counseling guidance program are anticipated to effect adjustments and enhancements in the social abilities of pupils in school. Students are required to possess the capability to communicate and socialize effectively by articulating their feelings, ideas, wishes, and aversions honestly in accordance with their emotions. It fosters self-confidence, demonstrates mutual respect, and facilitates effective interaction with the social environment.

RESEARCH METHODS

This study is a qualitative research that is descriptive in character. Moleong, (2012) qualitative research seeks to comprehend the phenomena experienced by subjects through their behavior, perception, motivation, and actions, conducted holistically via descriptive language within a specific natural context and employing diverse natural methods. Descriptive qualitative research using a case study approach aims to provide an in-depth understanding of the phenomena experienced by the research subjects. This research does not only focus on the final results, but also on the process, context, and meaning behind the phenomena being studied. This descriptive qualitative research uses case studies. According to Cahyati et al., (2021) a case study is a comprehensive examination of a social circumstance that yields a coherent and thorough representation.

The researcher employed a purposive selection strategy to choose the study sample from the public, depending on certain characteristics of the respondents. This study selected male and female respondents aged 13-14 years who participated in a classical guidance and counseling program aimed at enhancing assertive behavior in school. Guidance and counseling educators were incorporated into the sample selection to assess the degree of program implementation and student growth resulting from the conducted activities.

The observation subjects in this case study are divided into two, namely two case subjects and participant subjects. The case subjects are teenagers. The participant subjects taken are those consisting of Guidance and Counseling teachers. The subjects in this study can be seen in table 1 which are 8th grade students of Junior High School consisting of 10 people with the category of 4 boys and 6 girls aged 13-14 years. This study was conducted on students of SMPIT Mutiara Cendekia Lubuklinggau located at Jalan Jenderal Sudirman, Jogoboyo Village, Lubuklinggau Utara II District, Lubuklinggau City.

Data collection instruments are tools used to measure the collected data. The main instrument of the researcher with the aids in the form of a semi-structured interview guide, observation protocols to record interactions in guidance sessions, and guidance implementation plan documents and student evaluation records.

The data collection techniques used in this study are described as follows: (1) Observation, Data collected through observation in this study relate to forms of child behavior. The author observed forms of child behavior during the learning process. (2) Interview, where the author conducted a structured interview asking questions and the research subject was only tasked with answering the questions. (3) Documentation, used to collect data related to students in the form of recordings of interviews with subjects.

The method used to test the validity of this research data is triangulation. Moleong, (2012) states that triangulation is a technique for checking the validity of data that utilizes something else. The triangulation used in this study is data source triangulation. The data analysis process uses the Miles and Huberman model (Mukaramah et al., 2020), namely data reduction (Data Reduction), data presentation (Data Display), drawing conclusions (Verification).

RESEARCH RESULTS

Assertiveness is a person's ability to express their opinions, feelings, or needs openly, honestly, and directly without demeaning or hurting others. In the context of education, students who are able to demonstrate assertive behavior are considered to have good social skills, which allows them to interact effectively with their surroundings. This study presents the results of observations and interviews on how assertive behavior is in classical adolescent guidance and counseling services at SMPIT Mutiara Cendekia, Lubuklinggau City. The following is Table 1 of the research subjects consisting of 10 students and 1 teacher.

According to Palmer & Froehner, (2002), Assertiveness can be evaluated through several primary dimensions, including requests, refusals, self-expression, commendation, and conversational engagement.

Request

Assertive requesting is the ability to ask for something politely, directly, and confidently without fear of rejection. It includes the ability to communicate needs clearly without demeaning yourself or pressuring others. In Classical Counseling Guidance Services, counselors facilitate Direct Practice Exercises in which students are encouraged to practice making requests in routine scenarios. Students seek assistance from educators or peers when encountering academic challenges. The expressions instructed are "I require assistance comprehending this material" or "Could you elucidate this section once more" This practice intends to acclimate students to articulating their wants assertively yet courteously. This approach teaches students that seeking assistance is not indicative of weakness, but rather a demonstration of accountability for their educational journey.

Respondents identified with the initials A and B conveyed their experiences and reflections related to the implementation of the activity that before participating in the direct practice training, they felt awkward and reluctant to ask for help when facing academic difficulties. A and B often felt afraid that asking for help would make me considered incompetent or less capable. However, after participating in the training session facilitated by the counselor, their views began to change. Through direct practice using phrases such as I need help to understand this material and Can you explain that part again. Likewise, the results of the interview conducted by Respondent D felt more confident in conveying needs firmly but politely. Respondent D added that the counselor provided important guidance on intonation and how to speak clearly, so that the message could be received well by the other person.

Table 1. Research Subject Data

Initials	Age	Gender	Religion	Status
A	13 Years Old	Adolescent Male	Moslem	Student
B	13 Years Old	Adolescent Male	Islam	Student
C	14 Years Old	Adolescent Male	Islam	Student
D	14 Years Old	Adolescent Male	Islam	Student
E	14 Years Old	Adolescent Male	Islam	Student
F	13 Years Old	Adolescent Female	Islam	Student
G	13 Years Old	Adolescent Female	Islam	Student
H	13 Years Old	Adolescent Male	Islam	Student
I	14 Years Old	Adolescent Female	Islam	Student
J	14 Years Old	Adolescent Female	Islam	Student
K	24 Years Old	Adolescent Female	Islam	Guidance and Counseling Teacher

Furthermore, respondents F, G, and H indicated that this activity facilitated a shift in their perspective about soliciting assistance. Students are instructed that seeking assistance is not indicative of weakness, but rather a demonstration of accountability for their own educational journey. This renders individuals more inclined to seek clarification from educators or peers when encountering challenges, both inside the academic setting and in other

contexts. G and H assert that this capability is not just beneficial in an academic setting but also holds significant value in daily life, including preparation for future employment.

Respondents I and J reflect that the communication skills acquired from this course will significantly contribute to their personal growth in the long run. This instruction instructs individuals to confidently articulate their needs, a skill pertinent to several facets of life. Respondents said that this method positively influences both self-confidence and the development of good communication skills.

The findings of this interview suggest that the incorporation of direct practice activities in traditional guidance and counseling services possesses significant potential to aid students in cultivating vital interpersonal skills. By employing a systematic methodology and emphasizing experiential learning, students may articulate their requirements effectively, hence fostering a more inclusive and supportive educational atmosphere.

Through the implementation of situational simulation exercises via role-playing, children are instructed to request various permissions, such as utilizing school resources or seeking assistance from classmates. Emotional Reflection in which students are prompted to contemplate their emotions, such as embarrassment or nervousness, before making requests, and to develop strategies to surmount these emotional obstacles. Initially, responders A, B, C, and D exhibited significant nervousness when articulating requests to both educators and peers. Respondents F, G, and H indicated that shame and fear of rejection frequently impede the effective communication of objectives. Through consistent role-playing practice, kids developed the ability to recognize these negative feelings and discover methods to surmount them. Respondents A, B, C, and D concentrated more on communication objectives and refrained from overthinking potential adverse reactions. Conversely, respondent K, during the interview, articulated that the activity was intended to enhance students' linguistic skills while also facilitating profound emotional reflection.

Post-simulation talks allow students to introspect on their emotions, such as anxiety or discomfort, and to identify their underlying causes. Respondent K asserts that this strategy enhances pupils' emotional management, enabling them to confront genuine situations with greater confidence. Furthermore, respondent K indicated that the exercise positively influences social ties among students, as it fosters sensitivity to others' emotions and cultivates empathy. Marked enhancement in student relationships, both inside the educational setting and in group dynamics. The anticipated outcome is that kids will exhibit more confidence in articulating their demands. Interpersonal interactions among students, teachers, and peers become more harmonious due to enhanced communication.

Refusals

Assertive rejection is the capacity to decline a request, invitation, or circumstance that contradicts one's ideals, principles, or needs without experiencing guilt or anxiety. This capability encompasses proficient communication abilities, enabling individuals to articulate their thoughts or decisions assertively, clearly, and directly, while preserving a polite demeanor and sensitivity towards others. For students, assertive refusal is crucial as they frequently encounter situations requiring decisions that impact their personal integrity, such as declining a friend's invitation that contradicts school norms or regulations, including offers to skip class, partake in hazardous activities, or engage in other detrimental behaviors. Through forceful rejection, students can confidently decline without fearing social repercussions, while preserving positive relationships with others. This also aids children in developing self-esteem, self-confidence, and the capacity to behave in alignment with their own values.

Implementation of classical counseling guidance services with assertiveness training, wherein pupils are instructed to decline invitations or requests that contravene school standards or regulations. Students decline a friend's invitation to skip class or exhibit hostile behavior. The polite refusal technique instructs pupils to employ phrases such as "Thank you for the invitation, but I am unable to attend" or "I apologize, but I am not comfortable with that."

Interviews with respondents A, D, E, and H revealed that the implementation of rejection strategies in conventional counseling services considerably enhanced the development of assertiveness abilities. Prior to participating in this program, individuals frequently had a problem when faced with the need to decline a friend's offer to skip class or exhibit violent behavior, as they were concerned about jeopardizing social ties. Respondents B and C indicated that through situational simulations conducted in traditional sessions, they acquired the ability to employ firm yet courteous refusal phrases, such as "Thank you for inviting me, but I cannot attend" or "I apologize, but I am not comfortable with that." This method enhances interpersonal communication abilities while reducing the likelihood of social conflict.

Conversely, Respondent K, during the interview, elucidated that this instruction was formulated based on assertiveness theory and concepts of social psychology. Students are instructed in an experiential learning framework to express verbal rejection non-confrontationally, so preserving moral integrity while safeguarding interpersonal connections. Moreover, he stated that the rejection tactics imparted are designed to enhance students' self-efficacy in making judgments aligned with positive norms and values. Students are increasingly adept at recognizing unsafe situations, such as offers to breach school regulations, and are capable of responding proactively and adaptively.

Furthermore, counselors facilitate group conversations in which students explore the significance of personal boundaries and the role of forceful refusal in preserving self-integrity. In traditional counseling practices, students are anticipated to cultivate the capacity to establish personal limits without experiencing guilt. This capability is crucial as it enables pupils to safeguard themselves from undesirable social pressures and preserve their mental well-being.

Respondents I and J indicated that prior to participating in this discussion, they frequently experienced guilt when establishing boundaries or declining friends' requests, since they were concerned about being perceived as difficult. Through group conversations, they came to see that establishing personal limits is an aspect of self-respect and not an act of selfishness. Respondents I and J assert that mastering aggressive rejection helps safeguard individuals against social pressures that conflict with their ideals, while preserving friendships.

Conversely, respondent K, during the interview, elucidated that the group discussion activity was structured to encourage students to contemplate the significance of personal boundaries in preserving their emotional well-being, and to recognize that the capacity to establish boundaries signifies emotional maturity. This practice seeks to empower students with assertive communication methods, enabling them to articulate personal limits clearly and firmly without experiencing shame.

Self Expression

Assertive self-expression is the capacity to articulate thoughts, emotions, or viewpoints candidly and truthfully without causing harm to others. This encompasses the capacity to express dissent or offer constructive feedback. The execution of classical guidance and counseling services is conducted by counselors or counseling guidance teachers, namely through the practice of opinion expression, wherein students are encouraged to articulate their thoughts in front of a group on designated topics, such as "What I appreciate about this school" or "Issues I wish to address."

The execution of traditional counseling services by counselors or guidance educators occurs through group interaction activities designed to enhance students' communication abilities and self-assurance. A technique employed is an opinion-expressing activity, wherein students are required to articulate their views before a group on specific subjects, such as "What I appreciate about this school" or "Issues I wish to address". This activity cultivates public speaking abilities while prompting students to contemplate personal experiences, recognize challenges encountered, and engage in productive debates.

Respondent K stated in an interview, "We create opinion-giving exercises centered on topics relevant to students' lives, such as 'What I appreciate about this school or Issues I wish to address" The objective is to create an environment conducive to expression while cultivating their bravery to address an audience. This practice emphasizes verbal communication while encouraging students to contemplate their personal experiences. Respondents D, E, and F stated, "Initially, I felt apprehensive, but after practicing, I gained greater confidence." Upon articulating concerns over issues at school, it became evident that other peers shared similar sentiments, We provide mutual support".

This technique enables counselors to establish a secure and inclusive environment, promote self-expression, and enhance students' understanding of social dynamics inside institutions. This practice also reveals psychological or intellectual issues that students may have, enabling more targeted counseling solutions. This strategy effectively optimizes pupils' comprehensive growth across personal, social, and intellectual dimensions.

Students engage in role-playing activities to articulate their emotions in conflict scenarios, exemplified by statements like, "I feel uncomfortable when you interrupt me during my studies." Activities focused on nonverbal communication techniques that instruct children in utilizing body language to enhance self-expression, including eye contact and an upright posture. Role-playing exercises within guidance and counseling services to equip students with the skills to articulate emotions constructively during conflict scenarios. Respondent K indicated that students were encouraged to enact commonplace conflict scenarios, such as articulating emotions of unease when interrupted during study sessions.

The objective is for children to acclimate to expressing emotions; I find it unsettling when you interrupt me during my studies. Respondents D, E, and F indicated that initially, they were ashamed; however, after practicing, they became more daring in informing friends who frequently disturbed them, ultimately discovering that these individuals were unaware of their discomfort. Alongside role-playing, nonverbal communication methods are utilized to enhance self-expression. Students are instructed to utilize nonverbal communication techniques, like eye contact and an erect stance, throughout verbal interactions. Respondents A and B indicated that we were instructed that eye contact enhances the credibility of messages, leading me to refrain from looking down while articulating my opinion. This activity enhances communication skills and decreases misunderstandings among pupils.

Consequently, the incorporation of role-playing and nonverbal strategies in traditional supervision efficiently cultivates students' social-emotional competencies, promotes conflict resolution, and fosters a more peaceful educational atmosphere. The anticipated outcome is that pupils would enhance their proficiency in articulating their viewpoints. Social relationships become more clear and mutually comprehensible when pupils can articulate their thoughts candidly.

Commendation

Assertive praise encompasses the capacity to truly express thanks to others while graciously receiving compliments. This encompasses the capacity to acknowledge the virtues of others and react to commendation with assurance. The execution of classical counseling guidance services is conducted by counseling guidance educators through praise-giving activities, wherein pupils are encouraged to commend their peers, for instance, "You excelled in the presentation earlier" or "I appreciate how you assisted your friend." This study examines the effects of praise-giving actions within classical guidance services conducted by counseling guidance teachers at educational institutions.

Interviews with respondents A, B, and E indicate that activities involving students expressing positive appreciation to peers include statements such as "You excelled in the presentation earlier" or "I admire how you assisted your friend." This proved successful in enhancing social ties and augmenting pupils' self-confidence. Participants indicated that this exercise heightened their awareness of their friends' typically neglected strengths, including academic aptitude, empathy, and originality in collaborative tasks. Students observed an enhancement in mutual regard inside the classroom, with several asserting increased motivation to contribute positively following commendation.

Some students acknowledged feeling embarrassed or apprehensive that the praise would be perceived as fake; however, the counseling guidance teacher's instruction on the concepts of precise and objective praise alleviated these concerns. The interview results from respondents F and G indicated that this exercise fostered a more congenial classroom atmosphere, wherein students exhibited heightened responsiveness to their peers' needs and effectively alleviated tension in daily interactions. These findings affirm that the act of providing praise enhances good communication skills and serves as a preventive technique for fostering an inclusive and supportive school culture.

Training pupils to respond to compliments positively, by expressing gratitude and appreciation, significantly enhances their self-confidence and interpersonal skills. Respondents A, B, C, and D indicated that this exercise can alleviate social anxiety and shyness when obtaining recognition from peers. Students comprehend the psychological mechanism of praises as a means to enhance interpersonal relationships. Respondents E, F, and G asserted, "Recognition fosters a sense of appreciation, thereby facilitating collaboration on group assignments." The findings from these interviews suggest that incorporating compliment response exercises and appreciation discussions into the school curriculum serves as a social learning strategy and contributes to the establishment of a collaborative learning environment that enhances students' psychological well-being. Consequently, the execution of the practice can be regarded as an evidence-based pedagogical intervention aimed at enhancing social and academic dynamics within formal education.

Anticipated results students have heightened sensitivity to the benevolence of others. Social ties get increasingly cordial and supportive. The cultivation of social sensitivity in pupils enhances their awareness of others' generosity, thereby fostering warmer and more supportive social ties.

Conversational Engagement.

Engaging in assertive speech entails the capacity to actively contribute to debates or conversations in a productive manner. The capacity to inquire, furnish answers, and offer suggestions. Implementation in traditional counseling advice services where students engage in public speaking by presenting on specific themes before their peers.

Interviews with students revealed that the adoption of classical counseling services via group speaking exercises positively influenced their self-confidence and communication skills. Respondents D, E, and F expressed, "Initially, I was apprehensive, but after discussing my hobby, I became more at ease, and my friends provided support." The majority of respondents indicated that this practice alleviated their nervousness regarding public speaking and enhanced their vocal expression of thoughts. Respondents A, B, and C indicated that the opportunity to discuss their personal experiences enhanced interpersonal interactions, as they felt better comprehended by their peers. These findings demonstrate that speaking activities within classical counseling effectively enhance verbal communication skills and foster students' social and emotional growth.

Facilitated discourse in which students engage in group discussions on subjects pertinent to adolescent life, such as stress management strategies. Active listening approaches instruct students to listen intently and offer suitable replies, such as expressing agreement with one's opinion or articulating disagreement with the circumstance by asking, "Do you mean this?".

Anticipated results students get more confidence in public speaking. Class discussions become increasingly engaging and fruitful as students engage more actively in participation. Public speaking skills training enhances pupils' confidence in articulating their views verbally before their peers. Students exhibit increased confidence and demonstrate a willingness to articulate viewpoints and contribute ideas during class discussions.

DISCUSSION

Assertive demands in traditional counseling services are grounded in a robust theoretical framework derived from several psychological viewpoints. According to Alberti & Emmons, (2017) An assertive request is the capacity of an individual to express needs directly and unambiguously while respecting the rights of others, demonstrating a balance of courage and sensitivity. Assertiveness training, according to research results (Putri et al., 2023) This program emphasizes the cultivation of individual assertiveness skills by instructing students to articulate their opinions, emotions, and needs directly and respectfully, while also acknowledging the rights and feelings of others. This study demonstrated that group therapy utilizing assertiveness training approaches markedly enhanced students' interpersonal communication abilities, hence reinforcing the efficacy of this method in counseling services.

The proficiency in assertive request skills considerably influences the enhancement of pupils' social competencies. Students frequently face circumstances in daily encounters that need seeking assistance from professors or classmates. When students are at ease seeking assistance, they will likewise be more inclined to offer support to their peers. Students trained to assertively communicate requests not only fulfill personal needs but also foster an inclusive, nurturing, and supportive social atmosphere. These skills serve as the foundation for the cultivation of more extensive

social competencies, including cooperation, empathy, and the capacity to establish healthy and productive relationships.

Assertive refusal, the ability to say "no" firmly but respectfully, is an important skill that can reduce social pressure. By mastering this skill, students can increase their self-esteem as they learn to value and prioritize their own needs and boundaries. According to research by Farooq et al., (2023), Students who can establish personal boundaries effectively generally exhibit elevated self-esteem and demonstrate enhanced resilience to social pressure. This indicates that cultivating assertiveness skills in traditional therapy can substantially enhance students' psychological well being.

According to Quraini & Fatmawanti, (2024), Individuals who are effective in setting personal boundaries through assertive communication demonstrate better abilities in managing stress and social pressures, such as intimidation or demands that are inconsistent with their values. In addition, Jandhyala, (2024) said that the development of assertiveness skills in classical counseling programs in schools can have a significant positive impact on students' psychological well-being. This is because assertiveness skills help students to recognize and value their own rights without demeaning others, thereby creating healthier and more respectful interpersonal relationships. Consequently, assertiveness-based therapies may serve as an effective approach to enhancing students' mental health and general quality of life. Assertiveness training, particularly when integrated with cognitive behavioral therapy and role-playing exercises, enhances individuals' ability to manage difficult social circumstances in accordance with prevailing normative standards.

The ability of students to express their opinions effectively can have a significant impact on the development of their communication skills. When students are trained to express their ideas clearly, they not only become more confident but are also able to build more transparent and understanding social relationships. According to Sundari et al., (2024), honest and open communication creates an environment where individuals feel heard and valued, thereby improving the quality of social interactions. In addition, Goleman, (2015) highlights that emotional intelligence, encompassing the capacity for true self-expression, is a crucial element in fostering effective interpersonal connections. Students can articulate their thoughts without fear or hesitation, fostering an open discussion environment where all individuals have the opportunity to contribute. This fosters a culture of mutual understanding among students, as each individual perceives their ideas as being respected.

Sensitivity to the positive actions of others, in showing empathy and appreciation or praise for kindness, can strengthen social bonds and improve an individual's psychological well-being. (Toron, 2024). Students trained to recognize and appreciate the kindness of others are more likely to respond with more empathetic and supportive behavior, creating an inclusive and harmonious social environment. An intervention study in Finnish early childhood education showed that teaching kindness and compassion can improve prosocial skills among young children, even in inclusive settings with diverse needs. This suggests that kindness education can be effectively integrated into everyday pedagogy to foster supportive social interactions (Pardon et al., 2023).

According to Fredrickson, (2013) in his theory of positive emotions emphasizes that emotional experiences by showing gratitude and warmth can broaden an individual's view of their social world, encouraging them to build more meaningful and empowering relationships. Students become more sensitive to the kindness of others, not only strengthening interpersonal relationships but can create a sustainable culture of mutual support in the school environment.

Results of research carried out Verba & Vu, (2024) demonstrated that direct education in kindness markedly enhanced pupils' social behavior, potentially fostering greater sensitivity to the kindness exhibited by others. This sensitivity enhances interpersonal ties among students and cultivates a supportive school culture. Incorporating systematic elements of compassion and empathy into the curriculum enhances the entire educational experience and promotes students' emotional well being. Empathy and compassion are crucial for emotional and social development, fostering prosocial conduct and facilitating effective conflict resolution. Educational programs using mindfulness and emotional intelligence training can cultivate these competencies.

Taking an active role in conversations is a skill that will help students socialize in their social environment. According to Sulianta, (2024), Public speaking confidence is closely related to an individual's ability to manage social anxiety and build credibility through clear and structured message delivery. With increased confidence, students become more active in participating, so that class discussions become more interactive and productive. Ningsih & Zalisman, (2024) Highlights that students' active engagement in class debates can improve their conceptual comprehension, as the dialogic process fosters the exchange of viewpoints and the cultivation of critical thinking. Students will feel encouraged to express themselves without fear of judgment and will be more inspired to contribute meaningfully to the conversation. This ultimately fosters a dynamic collaborative learning environment, wherein each student has the opportunity to develop intellectually and emotionally.

CONCLUSION

Assertive abilities are crucial for fostering successful communication and cultivating good social relationships among students. Classical counseling services enable students to develop proficiency in numerous facets of assertiveness, including making requests, issuing refusals, self-expression, offering praise, and participating in conversations. The cultivation of assertive skills via traditional counseling services markedly enhances students' psychological well-being, communication abilities, and social

interactions. Students not only develop more self-confidence but also enhance social skills within the classroom setting. Proficiency in social skills, specifically empathy, cooperation, verbal and non-verbal communication, and constructive conflict resolution, is essential for fostering an inclusive and collaborative social environment that facilitates cooperative learning.

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