



EFFECTIVENESS OF ASSERTIVENESS TRAINING IN GROUP COUNSELING TO REDUCE PEOPLE-PLEASING BEHAVIOR AMONG STUDENTS IN SURABAYA

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Abstrak

Penelitian ini bertujuan untuk mengetahui efektivitas teknik latihan asertif dalam konseling kelompok dalam menurunkan *people pleasing* pada mahasiswa di kota Surabaya. Penelitian ini menggunakan rancangan kuantitatif dengan desain penelitian *one grup pre-test post-test design*. Populasi penelitian ini adalah mahasiswa aktif di kota Surabaya yang memiliki sikap *people pleasing*. Sample terdiri dari lima mahasiswa yang terindikasi memiliki sikap *people pleasing* cukup tinggi dan sedang. Hasil menunjukkan bahwa terjadi penurunan *people pleasing* pada mahasiswa setelah melakukan sesi konseling dan diberikan *treatment* dengan menggunakan teknik latihan asertif. Penelitian ini menggunakan uji *Wilcoxon* untuk menganalisis data, dan pada data ini menunjukkan *Asymp. Sig. (2-tailed)* bernilai 0,042. Diketahui bahwasannya nilai 0,042 lebih kecil daripada 0,05, artinya H_a diterima dan H_0 ditolak. Dapat diartikan bahwa latihan asertif efektif untuk menurunkan sikap *people pleasing* pada mahasiswa di Kota Surabaya...

Kata Kunci: konseling kelompok, latihan asertif, *people pleasing*.

Abstract

This research aims to determine the effectiveness of assertive training techniques in group counseling in reducing *people pleasing* among students in the city of Surabaya. This research uses a quantitative research design *one grup pre-test post-test design*. The population of this research are active students in the city of Surabaya who have attitudes *people pleasing*. The sample consisted of five students who were indicated to have attitudes *people pleasing* quite high and medium. The results show that there has been a decline *people pleasing* to students after conducting a counseling session and given *treatment* using assertive training techniques. This research uses tests *Wilcoxon* to analyze the data, and on this data shows *Asymp. Say. (2-tailed)* is worth 0.042. It is known that the value of 0.042 is smaller than 0.05, meaning that H_a is accepted and H_0 is rejected. It can be interpreted that assertive training is effective in reducing attitudes *people pleasing* to students in the city of Surabaya.

Keywords: group counseling, assertive training, *people pleasing*.

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INTRODUCTION

People-pleasing behavior has increasingly become visible in daily life, including among university students. Individuals with this tendency exhibit a strong desire to satisfy others even at the expense of their own well-being. Prior studies describe people-pleasing as a pattern marked by difficulty saying no, avoidance of conflict, suppression of personal opinions, and willingness to engage in unwanted activities to maintain social harmony (Pujawati, 2024). Such behavioral tendencies are associated with several negative mental-health outcomes, including stress, emotional exhaustion, loss of self-identity, interpersonal strain, and chronic self-neglect. Students who struggle to make decisions, fear disapproval, or lack confidence often display these traits due to concerns about conflict or rejection (Sari & Komarudin, 2024).

The prevalence of people-pleasing among students is partly attributed to limited self-awareness, as many do not recognize that their difficulties in asserting themselves constitute a behavioral pattern. People-pleasing is widely understood as the inability to refuse others' requests (Ekaptiningrum, 2023), although scholars emphasize that it reflects a deeper psychological need to gain approval and avoid negative evaluation. Dinakaramani, a clinical psychology expert at UGM, notes that people pleasers typically exhibit low self-confidence, emotional dependence, excessive agreeableness, and chronic difficulty prioritizing their own needs (Zalika & Nisa, 2024). This aligns with earlier findings that people pleasers internalize the belief that social acceptance must be earned by being agreeable and compliant, shaping their self-concept around perceived expectations of politeness or conformity (Hayati & Haryadi, 2016). The consequences are often detrimental: individuals may feel exploited, undervalued, or emotionally dependent due to unmet needs for affection and validation (Wee, 2021). When lacking coping strategies, they become increasingly vulnerable to psychological strain.

Empirical research supports the widespread nature of this issue. A study by Fernanda (2021) involving 328 female respondents showed that 68% habitually avoid conflict, while 58% struggle to decline requests due to fear of hurting others. Approximately 46% reported difficulty refusing help due to ingrained patterns of self-sacrifice, and 45% prioritized others' needs over their own. These findings highlight the urgency of interventions that strengthen assertiveness and self-advocacy. Group counseling with assertive-training techniques has been proven effective in increasing self-confidence, enabling students to express opinions, needs, and emotions more openly (Ananda et al., 2021). Assertive training helps individuals articulate desires, set boundaries, respond to criticism appropriately, and communicate in a balanced manner—skills essential for reducing people-pleasing tendencies (Aisy, 2022; Ratnasari & Arifin, 2021).

Group counseling, beyond addressing individual problems, offers social support, perspective-taking, and shared learning, making it an effective intervention for personal and interpersonal challenges (A. Fauzi et al., 2024). It serves both preventive and curative functions by promoting responsibility, self-awareness, and independent problem-solving (Saekhul Anwar, 2023). Effective implementation involves establishing rapport, identifying problematic behavior patterns, practicing role-play, and providing feedback (T. Fauzi & Nurbaiti, 2024). Assertive-

training sessions typically progress through initial, working, and termination stages (Maharani et al., 2021). Within Indonesia's educational context, national regulation emphasizes the need for counseling services tailored to students' diverse backgrounds, abilities, and personal circumstances (Yanti & Haqqi, 2021).

In the present study, group counseling was conducted with university students in Surabaya. The counseling process involves three key elements group leaders, group members, and group dynamics. Counselors are advised to maintain clear boundaries to prevent emotional fatigue and preserve professional effectiveness (Marjo & Sodiq, 2022). Group settings require participants to share personal experiences openly, promoting trust and collective problem-solving (Sukatin et al., 2022). As demonstrated in prior research, group counseling is a viable alternative for addressing academic stress and related emotional difficulties, as the structured discussions foster mutual support and help members develop adaptive coping strategies (Syarqawi et al., 2022).

METHODS

This study employed a quantitative approach using a One-Group Pretest–Posttest Design. An experimental study is characterized as a method in which researchers manipulate a stimulus or condition and then observe its effects on the targeted participants (Akbar & Hadi, 2023). The present research falls under the category of pre-experimental design, where a single group is measured before and after the intervention. In this design, the pretest establishes the initial condition of the participants, while the posttest captures changes following the treatment. By comparing these two measurements, the study aims to determine the effectiveness of the intervention on students' people-pleasing behavior.

The population of this study consisted of 115 university students in Surabaya. Data were collected by distributing online questionnaires to active students from various universities without restricting the selection to specific faculties or departments. The population was obtained through existing networks and peer referrals to ensure broad distribution. From the 115 respondents who completed the questionnaire, scores were analyzed using SPSS to identify students with the highest levels of people-pleasing tendencies. Based on these results, five students with high scores and who agreed to participate were selected as the sample for the intervention.

This sampling strategy allowed the researchers to focus on individuals who demonstrated prominent people-pleasing characteristics, ensuring that the intervention was tested on participants who exhibited the target behavior most clearly. The selection process also aligned with the study's objective of assessing the extent to which group counseling with assertive training can reduce people-pleasing tendencies among university students.

Table 1. People-Pleasing Sample Among University Students

University	Male	Female	Total
Universitas PGRI Adi Buana Surabaya	0	2	2
Universitas Negeri Surabaya	0	1	1
Universitas Islam Negri Surabaya	0	0	0
Universitas Muhammadiyah Surabaya	1	0	1
Universitas Pembangunan Nasional	0	1	1
Total			5

RESULTS AND DISCUSSION

Dalam penelitian ini peneliti menggunakan Uji *Wilcoxon* untuk mengukur tingkat *people pleasing* pada mahasiswa di kota Surabaya. Uji ini dilaksanakan sebelum dan sesudah konseling kelompok berdasarkan pada hasil uji *Wilcoxon*. Kriteria yang digunakan yaitu hipotesis penelitian (H_a) diterima bila nilai signifikan uji *Wilcoxon* $< 0,05$ karena menunjukkan ada perbedaan yang signifikan antara sebelum dan sesudah konseling kelompok. Sebaliknya (H_o) jika nilai $> 0,05$ yang menunjukkan tidak ada perbedaan yang signifikan. Dapat diketahui bahwa ada pengaruh konseling kelompok dengan menggunakan latihan asertif terhadap menurunkan sikap *people pleasing* mahasiswa, untuk dasar pengambilan keputusannya jika nilai signifikasinya kurang dari 0,05 maka hipotesis diterima, jika lebih dari 0,05 maka hipotesis di tolak. Karena hasil uji signifikansi pada tabel diatas 0,042 lebih kecil dari pada 0,05 maka hipotesis diterima. Berikut hasil *Pre-test* dan *Post-test* mahasiswa.

Table 2. Comparison of Students' People-Pleasing Pre-Test and Post-Test Results

No	Initials	Pre-Test (x)	Category	Post-Test (y)	Category	Comparison
1	MDK	76	High	52	Moderate	24
2	AAG	70	High	49	Moderate	21
3	SS	63	Moderate	46	Low	17
4	D	64	Moderate	46	Moderate	18
5	VA	63	Moderate	45	Low	18

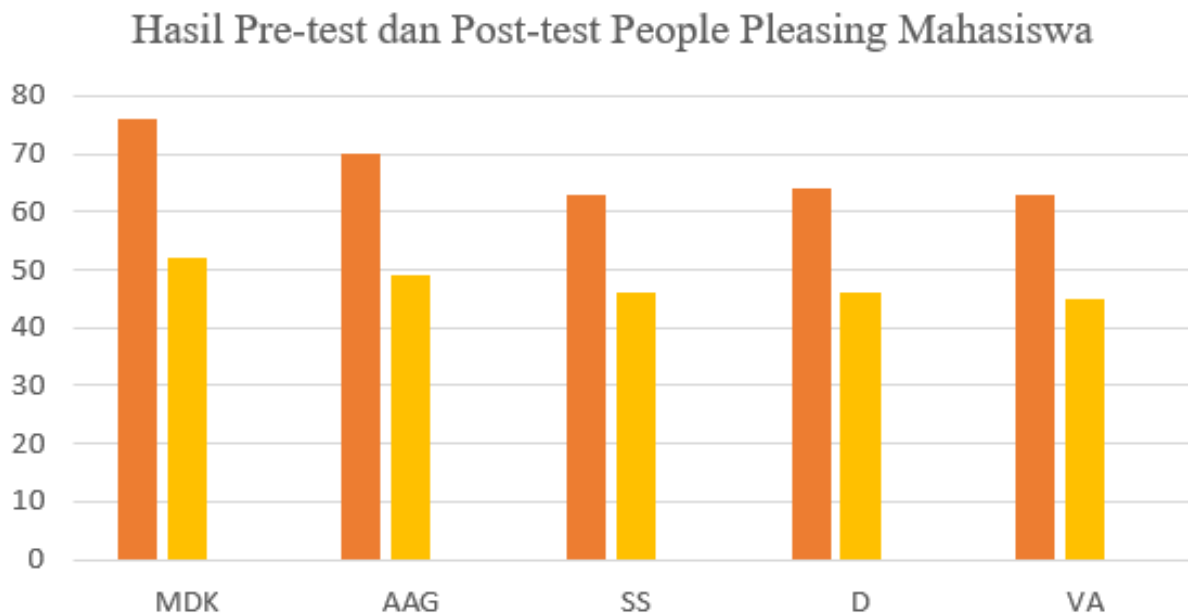


Figure 1. Comparison of Students' People-Pleasing Pre-Test and Post-Test Results

Tabel 3 Wilcoxon Signed Rank Test

Ranks		N	Mean Rank	Sum of Ranks
Post-test - Pre-test	Negative Ranks	5 ^a	3.00	15.00
	Positive Ranks	0 ^b	.00	.00
	Ties	0 ^c		
	Total	5		

a. Post-test < Pre-test

b. Post-test > Pre-test

c. Post-test = Pre-test

Test Statistics^a

	Post-test - Pre-test
Z	-2.032 ^b
Asymp. Sig. (2-tailed)	.042

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

Based on the results presented in the table, group counseling using assertive training demonstrated a significant effect in reducing students' people-pleasing tendencies. The decision criterion for hypothesis testing states that a significance value below 0.05 indicates that the hypothesis is accepted, whereas a value above 0.05 leads to its rejection. The obtained significance value of 0.042 is lower than the 0.05 threshold, indicating that the hypothesis is supported. Thus, the intervention can be concluded to have a statistically significant impact on decreasing people-pleasing behavior among university students.

1. Counselee MDK

The first counseling session was conducted on Monday, 4 November 2024. MDK, a 24-year-old third-semester student from Universitas Adi Buana Surabaya residing in Sidoarjo, participated together with other group members. The session was held online due to several students' academic commitments. The counselor facilitated an introductory activity in which each counselee presented themselves, with MDK volunteering to introduce herself first. During this session, MDK appeared extroverted and socially responsive, actively engaging with other group members and seeking clarification when needed. The counselor then outlined the purpose of the group counseling program and provided an overview of people-pleasing tendencies and assertive-training techniques.

The second session, held on 5 November 2024, focused on introducing the counseling theme and explaining the structure of each stage of the intervention. Following this orientation, counselees were invited to describe the personal difficulties they were facing. MDK shared that she often struggled to refuse others' requests and felt compelled to make people comfortable, believing this would sustain her interpersonal relationships. However, she also expressed feeling

disconnected from her own identity and uncertain about her life direction, as much of her behavior centered on meeting others' expectations rather than her own needs. MDK demonstrated high motivation to resolve her concerns and disclosed that her people-pleasing tendencies affected not only her friendships but also her romantic relationship.

The third session, conducted on 11 November 2024, introduced the first treatment component: feedback training. The counselor modeled assertive feedback statements, after which each counselee practiced independently. MDK constructed an example response such as: "I'm happy to help you with your essay, but I'm teaching until late today, so I cannot assist right now. Perhaps I can help over the weekend."

The fourth session took place on 12 November 2024 and continued the feedback-training exercises. The session opened with a brief evaluation of the previous meeting. The counselor then asked one counselee to present a current difficulty, and the remaining group members provided assertive feedback in response. MDK was selected to share her situation, and the group offered appropriate feedback. The counselor facilitated reflection by asking MDK whether the feedback given was relevant and applicable to her real-life context.

The fifth session, held on 18 November 2024, introduced the second treatment: role-modeling. The counselor explained the procedure and demonstrated the technique before inviting MDK and AAG to practice. Initially unsure, MDK required additional guidance, and the counselor provided further examples to support her understanding.

On 19 November 2024, the sixth session continued the role-modeling phase. The counselor presented a video explaining people-pleasing and assertiveness. MDK watched attentively and requested additional clarification from the counselor to ensure accurate comprehension of the concepts. She actively observed her peers' demonstrations and provided comments during the discussion segment.

The seventh session, conducted on 22 November 2024, implemented role-playing as the third treatment method. After explaining the procedure and providing a demonstration, the counselor assigned scenarios for each counselee, including MDK, to practice assertive responses in simulated interpersonal situations.

The eighth session, on 25 November 2024, continued role-playing activities with the counselor observing the precision and appropriateness of each practice performance. MDK worked with her peer, D, and demonstrated adequate understanding of the technique. The counselor provided feedback to guide further improvement.

The ninth and final session was held online on 26 November 2024. During this meeting, the post-test was administered to evaluate changes in people-pleasing tendencies. MDK showed a gradual decrease in people-pleasing scores compared to the pretest, indicating positive development rather than abrupt change. The counselor concluded the program by expressing appreciation to all participants. MDK thanked the counselor, stating: *"Thank you for teaching us assertive skills. At least now I understand how to navigate situations that previously left me confused."*

Table 4. Counselee MDK

Initials	<i>Pre-Test (x)</i>	Category	<i>Post-Test (y)</i>	Category	Comparison
MDK	76	High	52	Moderate	24

2. Counselee AAG

The first counseling session was conducted on Monday, 4 November 2024. AAG, a 24-year-old student from Universitas Muhammadiyah Surabaya residing in Surabaya, attended the session as one of the group participants. Although generally quiet and not inclined toward small talk, AAG listened attentively to the counselor's explanations. During the introductory activity, he introduced himself by stating his name, university, semester, study program, and place of residence. The counselor then outlined the goals of the group counseling program and provided an initial explanation of people-pleasing behavior and assertive-training strategies.

The second session, held on 5 November 2024, allowed each counselee to openly share their personal concerns. AAG disclosed that he often felt anxious after giving corrective feedback to a friend who, in his view, had made a significant mistake. He worried that his comments might hurt the friend's feelings or lead to interpersonal conflict, which caused ongoing rumination and discomfort.

The third session, conducted on 11 November 2024, introduced the first treatment component: feedback training. The counselor revisited AAG's concern and asked him to formulate an assertive feedback statement appropriate to the situation. AAG initially appeared hesitant and uncertain. After receiving guidance to speak more firmly and directly, he demonstrated improved assertiveness in his second attempt.

On 12 November 2024, the fourth session continued the feedback-training exercises. The meeting began with a brief evaluation of the previous session. The counselor provided an additional demonstration of assertive feedback, then invited AAG to describe his concern once more so that other counselees could practice delivering feedback to him. This activity aimed to reinforce group learning and strengthen AAG's confidence in applying the technique.

The fifth session, on 18 November 2024, introduced the role-modeling treatment. The counselor explained the purpose and procedure of role-modeling, after which AAG and MDK were selected to serve as models for the group. Although initially nervous and attempting to defer the task, AAG proceeded with the exercise after receiving reassurance.

The sixth session, conducted on 19 November 2024, continued the role-modeling stage. The counselor presented an instructional video on people-pleasing and assertiveness. AAG watched attentively and requested clarification to ensure accurate understanding of the concepts, expressing concern about potential misinterpretation. The session concluded with a group discussion to assess comprehension of the video content.

The seventh session, held on 22 November 2024, focused on role-playing. After explaining the procedure and demonstrating sample scenarios, the counselor divided the counselees into pairs. AAG was paired with SS, and both took turns practicing assertive responses based on their respective personal issues.

The eighth session, on 25 November 2024, continued the role-playing activities. The counselor observed the precision and appropriateness of each practice. AAG and SS remained paired; however, AAG hesitated in selecting a personal scenario to reenact. The counselor then directed him to use one of the prepared scripts to facilitate the exercise.

The ninth and final session took place online on 26 November 2024 due to one participant's inability to attend in person. During this session, the post-test was administered to measure changes in students' people-pleasing tendencies. The counselor closed the program by expressing

appreciation to all counselees, and AAG responded by thanking the counselor for the guidance provided throughout the intervention.

Tabel 5. Counselee AAG

Initials	<i>Pre-Test</i> (x)	Category	<i>Post-Test</i> (y)	Category	Comparison
AAG	70	High	49	Moderate	21

3. Counselee SS

The first counseling session was held on 4 November 2024. SS, a 19-year-old active student at UPN Surabaya residing in Wedoro, Candi, Sidoarjo, introduced himself by stating his name, university affiliation, semester, and campus activities. SS is involved in the student association and a Christian fellowship group on campus. During this session, the counselor outlined the objectives of the group counseling program and provided an initial explanation of people-pleasing behavior and assertive-training techniques.

The second session, conducted on 5 November 2024, offered each counselee the opportunity to share personal concerns openly. SS reported difficulty refusing requests for help from those around him, even when he had a demanding schedule. He frequently sacrificed his rest time to accommodate others' needs, which left him feeling overwhelmed.

The third session, held on 11 November 2024, introduced the first treatment component: feedback training. The counselor explained the purpose and procedure of providing assertive feedback. When asked how he might respond assertively in situations similar to those he described, SS offered an example: "I still have preparations for a student association event today. I'm sorry I can't help you right now, but if you're willing to wait until my event is finished, I can help you afterward."

The fourth session took place on 12 November 2024 and continued the feedback-training activities. The counselor invited the counselees to practice giving appropriate responses based on the problems shared by their peers. SS listened attentively as AAG described his concern, and afterward, SS provided an assertive feedback response to AAG as part of the exercise.

The fifth session, conducted on 18 November 2024, introduced the role-modeling treatment. The counselor explained the concept and procedure of role-modeling in assertive training. SS observed closely while MDK and AAG demonstrated the technique. At the end of the session, the counselor provided an opportunity for counselees to ask questions about the role-modeling practices they observed.

The sixth session, held on 19 November 2024, continued with the role-modeling stage. The counselor presented two videos: the first explaining the differences between assertiveness and people-pleasing, and the second illustrating assertive communication through an animated scenario. SS initially expressed confusion about distinguishing the two concepts, prompting the counselor to provide additional clarification.

The seventh session, conducted on 22 November 2024, implemented role-playing. The counselor explained the procedure and demonstrated how to perform the exercise. Counselees were then paired into groups of two, with SS paired with AAG. In the first round, SS practiced giving feedback as he typically would; in the second round, he was directed to deliver a more assertive response based on the counselor's guidance.

The eighth session, held on 25 November 2024, continued the role-playing exercises. The counselor observed the accuracy of the participants' practice and provided scripted scenarios for

them to enact. SS and AAG alternated roles while practicing assertive responses using the provided scripts.

The ninth and final session was conducted online on 26 November 2024 due to one participant's inability to attend in person. During this session, the post-test was administered to reassess people-pleasing levels among the counselees. The counselor closed the program by expressing gratitude to all participants.

Table 6. Counselee SS

Initials	Pre-Test (x)	Category	Post-Test (y)	Category	Comparison
SS	63	Sedang	46	Sedang	17

4. Counselee D

The first counseling session was held on Monday, 4 November 2024. D, a 19-year-old student from Universitas PGRI Adi Buana Surabaya residing in Sidoarjo, introduced herself confidently despite being relatively inactive in campus activities due to her part-time job. During this session, the counselor outlined the purpose of the group counseling program and provided an overview of people-pleasing behavior and assertive training.

The second session, conducted on 5 November 2024, provided D with an opportunity to share her personal difficulties. She explained that she often struggled to refuse friends' requests to borrow her belongings. One incident involved a friend who frequently borrowed her clothes and ultimately stole her wallet containing money and important cards. Although D needed her clothes back on certain occasions, she hesitated to ask for their return due to fear of being perceived as insincere or unwilling to help.

The third session, held on 11 November 2024, introduced the first treatment stage: feedback training. The counselor taught D how to formulate assertive feedback, particularly in situations where she needed to request the return of borrowed items. After understanding the feedback sequence, D and the other counselees were assigned to practice constructing assertive responses related to their respective concerns.

The fourth session, conducted on 12 November 2024, continued the feedback-training exercises. D paid close attention as AAG shared his concern, using the opportunity to prepare her own feedback response. After practicing, all counselees received reflection sheets to record their learning progress.

The fifth session, held on 18 November 2024, implemented the role-modeling treatment. Before beginning the exercise, the counselor discussed the tasks assigned during the previous session. Due to her shy disposition, D declined when asked to demonstrate the role-model technique. Instead, she observed AAG and MDK perform the demonstration under the counselor's guidance. From these observations, D gained a clearer understanding of how the role-modeling technique works.

The sixth session, conducted on 19 November 2024, continued the role-modeling component. The counselor presented two short videos: one explaining the difference between assertiveness and people-pleasing, and another illustrating assertive communication through an animated example. D expressed confusion regarding the distinction between the two communication styles and requested clarification to avoid misunderstanding the concepts.

The seventh session, held on 22 November 2024, introduced role-playing. The counselor explained the procedure and demonstrated how to perform the exercise. SS and MDK were paired,

while D was paired with MDK for the practice round. Before beginning, D requested additional time to review the scenario prepared by the counselor.

The eighth session, on 25 November 2024, continued the role-playing practice. The counselor observed the accuracy and appropriateness of each counselee's responses. D and MDK remained paired, and for her second practice, D chose to use her own real-life problem rather than the scripted scenario. This allowed her to apply assertive communication skills more authentically.

The ninth and final session took place online on 26 November 2024 due to one participant's inability to attend in person. In this session, all counselees completed the post-test to measure changes in people-pleasing behavior. Afterward, the counselor expressed appreciation for the group's participation. D thanked the counselor, stating that the assertive-training activities had helped her understand how to communicate more effectively.

Table 7. Counselee D

Initials	<i>Pre-Test</i> (x)	Category	<i>Post-Test</i> (y)	Category	Comparison
D	64	Moderate	46	Moderate	18

5. Counselee VA

The first counseling session was held on 4 November 2024. During this meeting, VA was invited to introduce herself. She is a 20-year-old third-semester student at Universitas Negeri Surabaya residing in Masangan, Sidoarjo. VA reported having a demanding weekly schedule due to multiple practicum courses. In this session, the counselor also explained the objectives of the group counseling program and provided an overview of people-pleasing behavior and assertive training.

The second session, conducted on 5 November 2024, gave the counselees an opportunity to share their personal concerns. VA described challenges she frequently experienced in group assignments. She recounted an incident in which she repeatedly contacted her group members for a collaborative task, but none responded despite the deadline being only two days away. Feeling obligated and reluctant to disturb others, VA completed the assignment alone, even though she herself had heavy commitments and needed to travel daily between Lidah Kulon and Masangan due to family issues.

The third session, held on 11 November 2024, introduced the first treatment component: feedback training. The counselor explained the meaning and procedure of providing assertive feedback and demonstrated an example to ensure clarity. VA was then asked to formulate an assertive feedback statement related to her situation. She responded, "Hello everyone, please help with completing this assignment from the lecturer. I will wait until tonight so we can work on it together." Afterward, the counselor assigned all counselees to write several examples of assertive feedback statements as part of their independent practice.

The fourth session, conducted on 12 November 2024, continued the feedback-training phase. Before beginning the core activities, the counselor collected the assignments submitted by the counselees. In her self-evaluation, VA noted that she still struggled to manage the internal pressure she felt to take on more responsibility than others. She listened attentively as AAG presented his concern, using it as a reference for providing an appropriate feedback response. After completing the exercise, each counselee filled out a reflection sheet to evaluate their learning progress.

The fifth session, held on 18 November 2024, moved to the next treatment component: role-modeling. The counselor explained the concept and procedure of role-modeling, after which VA observed AAG and MDK demonstrating assertive communication under the counselor's guidance.

VA asked, *“What if I still feel uncertain when trying to decline others’ requests because I don’t want them to feel offended?”* The counselor clarified that understanding assertive communication was the first step, noting that a video demonstration would be shown in the next session to deepen comprehension.

The sixth session, conducted on 19 November 2024, continued the role-modeling stage. The counselor presented two instructional videos: the first distinguishing people-pleasing from assertiveness, and the second illustrating three communication styles passive, assertive, and aggressive. The counselor then followed up on VA’s earlier question by asking, *“How is it, VA? After watching the video, is it clearer now, or would you like me to explain anything further?”* VA responded, *“After watching the video, I now understand assertive communication better.”* The session concluded with the counselor assigning further practice tasks to the group.

Table 8. Counselee VA

Initials	Pre-Test (x)	Category	Post-Test (y)	Category	Comparison
VA	63	Sedang	45	Sedang	18

SUMMARY

Conclusion

Based on the results of the Wilcoxon test, the Asymp. Sig. (2-tailed) value obtained was 0.042, indicating a significant reduction in students’ people-pleasing tendencies following the intervention. According to the decision rule, a significance value below 0.05 leads to the acceptance of the hypothesis, whereas a value above 0.05 results in its rejection. Because the obtained value of 0.042 is lower than the 0.05 threshold, the hypothesis is accepted. These findings confirm that group counseling using assertive training is effective in reducing people-pleasing behavior among university students in Surabaya.

Suggestions

Based on the findings of this study, several recommendations can be proposed:

1. Students

Students who participated in the group counseling sessions are encouraged to continue applying the assertive skills practiced during the intervention. Consistent use of these skills may help gradually reduce people-pleasing tendencies in daily interactions.

2. Guidance and Counseling Practitioners

School counselors are advised to develop more specialized assertive-training modules tailored to students’ needs, supported by relevant and contextual examples. Given the prevalence of people-pleasing behavior from school to university levels, such interventions can provide meaningful preventive and developmental support.

3. Future Researchers

Future studies may explore the development of more effective counseling models and strengthen collaboration between researchers and educational institutions involved in the research. Expanding the scope and methodological rigor may further enhance the applicability and impact of assertive-training interventions.

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