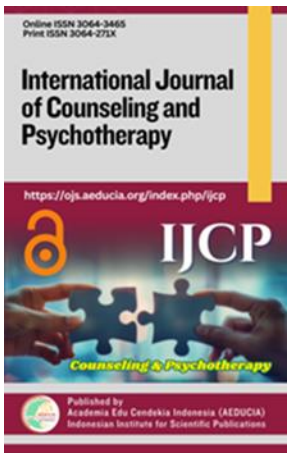
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The Use of Information Service Modules to Enhance Students' Assertive Behavior

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The Use of Information Service Modules to Enhance Students' Assertive Behavior

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ABSTRACT

Background: Assertive behavior plays a key role in a student's ability to interact with peers and instructors, express opinions, and stand up for themselves in various situations. **Objective:** Assertive behavior is a crucial social skill that students must develop to navigate interpersonal relationships and academic challenges effectively. However, fostering assertiveness among students can be difficult due to various personal and environmental factors. This study aims to measure the improvement in students' assertive behavior through the use of information service modules. **Method:** The research adopts a Research and Development (R&D) approach and was conducted throughout 2023 with a sample of 30 students. Data were collected through questionnaires designed to assess levels of assertive behavior before and after the intervention. The analysis involved conducting (1) normality tests to ensure data distribution assumptions were met, and (2) dependent sample t-tests to determine the significance of changes. **Result:** The findings indicate a significant improvement in students' assertive behavior, demonstrating the effectiveness of the developed module-based information service. **Conclusion:** The study confirms that the module-based information service effectively enhances students' assertive behavior and addresses the research problem. **Originality/Value:** This study provides a significant developmental and empirical contribution to the fields of school guidance and counseling, instructional media design, and educational psychology by uncovering the empirical effectiveness of systematically developed information service modules in significantly enhancing student assertive behavior regarding interpersonal communication competence and self expression within the context of module based school counseling services, an area that has previously received limited Research and Development (R&D) validation. These findings enrich existing empirical and developmental literature and serve as a strategic reference for school counselors, educators, and curriculum developers in designing, implementing, and standardizing structured information media interventions to cultivate healthy assertiveness and interpersonal adaptability among students.

1. INTRODUCTION

Assertive behavior is an interpersonal behavior that involves aspects of honesty and openness of thoughts and feelings. Assertive people are able to exchange experiences, thoughts and feelings with others (Paterson, 2022). Assertive behavior, students can show the behavior of daring to express opinions, being brave in terms of truth, honest and confident, firm in making decisions, appreciating and respecting others and not imposing their own will

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(Blegur et al., 2023). Assertive behavior is an important thing to pay attention to because it can support the optimization of students' psychological development where it can foster a sense of comfort, calm, optimism and can improve their self-control abilities (Varii et al., 2020). This is in line with the opinion of Alberti & Emmons (2017, p. 45) that assertive individuals can experience self-improvement, expressiveness, can achieve their desired goals, can make choices for themselves and feel comfortable with themselves. Students with good assertive behavior will be able to learn well without any obstacles in conveying their intentions and goals (Gregersen & MacIntyre, 2017).

Assertive behavior is very important for every student to have, being assertive is not an easy thing to do (Jitaru, 2019). Lack of assertive behavior can cause problems in the form of inability to develop themselves optimally, easily anxious, often feel depressed and uncomfortable. At Irisan National High School, Baguio City, students' assertive behavior shows their non-assertive attitudes such as the behavior of students who lack confidence, lack of courage to express opinions, and some even achieve their rights in ways that can harm others.

Assertive behavior is the most important part for the continuity of student development in the ability to express their feelings towards themselves and others (Melhem, 2021). If this continues, it can cause problems. The problem can be in the form of personal and social problems. Student problems for example, students who have a lack of self-confidence will find it difficult to develop themselves for the better, students continue to be in discomfort because they cannot express what they do not like, can also experience stress disorders because many problems are difficult to express and solve (Jerusalem & Schwarzer, 2014). In group problems, it will make the group atmosphere not conducive, not united and there is social jealousy because it cannot fight for rights in the right way or by harming the rights of others.

Information services are guidance and counseling services that enable students to receive and understand sharing information that can be used as material for consideration and decision making for the benefit of students (Anyamene et al., 2019). Through this service students will gain insight into their assertive behavior (Afri et al., 2023). This information service can also be done classically by utilizing learning media (Odja, 2020). There are various learning media in education that can be developped and used to deliver learning materials in the form of modules, radio, television, computers, videos and others (Nicolaou et al., 2019). If in guidance and counseling learning materials are called service materials (Hossain & Faisal, 2013).

Media is seen as a communication tool in providing material to students, this is in line with Kreuter et al (2013), who revealed that basically learning in the classroom is a communication process. The counselor as a communication provider certainly needs media so that students as recipients of information are helped to understand the material presented. There are several reasons for the need for media in learning, including: 1) clarify the presentation of the message, 2) overcome the limitations of space, time and sensory power, 3) the use of appropriate and varied media can overcome the passive nature of students, 4) can equalize the experience and perception of students with the environment and reality, 5) provide a common experience to students about events in their environment (Marpanaji et al., 2018).

One of the effective media used in the implementation of information service activities to improve students' assertive behavior is modules. Module is a learning process about a certain unit of discussion that is arranged systematically, operationally and directed to be used by students in the process of understanding a certain topic by the Leasa et al (2016). Modules aim to facilitate students in learning the material. One module is made to teach a specific material so that students can achieve certain competencies.

This research seeks to use module-based information service media to improve students' assertive behvior. Through the use of information service modules, researchers tested it to improve students' assertive behavior.

2. METHOD

2.1 Research Design

This research is Research and Development (R&D). Gustiani (2019) explains that Research and Development (R&D) is a development method to produce a product and then the product is tested for effectiveness. The Research and Development (R&D) method was chosen because it can support the development of information service delivery tools using module media.

Research and development can be interpreted as a scientific way to research, design, produce, and test the validity of products that have been produced by Roper et al (2016). This research activity includes research, design, production, and testing. In this case, the product development carried out is a media module to increase assertive behavior in students at Irisan National High School, Baguio City.

The research stages follow the development stages of Borg and Gall including (1) research and information collecting; (2) develop preliminary form a product; (3) preliminary field testing; (4) main product revision; (5) main faild testing; (6) operational product revision; (7) operational field testing; (8) final product revision; (9) dissemination and implementation.

2.2 Research Object

This research was conducted in 2023. The research location is Irisan National High School, Baguio City. The sample of this study amounted to 30 students who were taken using proportionate stratified random sampling technique, this technique is used when there is a population that has members elements that are stratified proportionally. Then the number of samples that must be taken includes the number of strata.

2.3 The Instrument

The instrument used in this development research is a questionnaire. The instrument readability test was carried out to determine the readability level of the statement items on the Rating Scale which will be used as a research measurement tool in schools.

Instrument Validity and Reliability Test. The validity test in this study was used to test the questionnaire instrument from each statement item, the results of the validity of the instrument obtained as many as 40 valid questionnaire items. While the reliability test results obtained the following results:

Table 1. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.958	40

The results of the analysis show the instrument reliability coefficient of 0.958. the instrument consists of 40 questionnaire items

2.4 Data Processing

The results of data processing show that students who have a low assertive attitude have a pretest score < 80, while those who have a moderate assertive attitude have a pretest score of 80 ≤ - < 125 and students who have a high level of assertive attitude with a pretest score ≥ 125.

2.5 Data Analysis

In the data analysis process using (1) Test analysis requirements (normality test) (2) (dependent sample t-test). The purpose of conducting a paired t-test is to determine whether or not there is a change in the subject's condition between before and after treatment.

3. RESULT AND DISCUSSION

3.1 Result

1) The results of the validation of media experts resulted in the following scores:

To assess the feasibility and quality of the developed module-based information service media, an evaluation was conducted by media experts covering visual design, operational instructions, and material delivery. The summary of the validation scores across all evaluated aspects is presented in Table 2 below:

Table 2. Media expert validation results

No	Aspects	Percentage
1	View	90%
2	Instructions for use	89%
3	Material Quality	89%
	Average	89%

Based on the evaluation presented in Table 2, the media expert validation demonstrates an exceptionally high level of feasibility and quality across all assessed dimensions, yielding an overall average score of 89%, which falls into the "very good" or "highly appropriate" category. Specifically, the visual appearance (*view*) received the highest rating at 90%, reflecting superior aesthetic design and layout clarity, while both the instructions for use and the material quality scored 89%, indicating that the instructional guide is user-friendly and the core content is technically sound. These strong validation outcomes confirm that the developed module-based information service media fulfills the required design and instructional standards, making it highly valid, reliable, and ready for practical implementation in supporting student guidance services.

2) Normality Test Results

Prior to conducting parametric hypothesis testing, a normality test was performed to determine whether the assertive behavior data in both the pre-test and post-test groups followed a normal distribution. The analysis was

conducted using the Kolmogorov-Smirnov and Shapiro-Wilk methods at a significance level of 0.05. The statistical results of the normality test are presented in Table 3 below:

Table 3. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
assertive behavior pre-test	.094	30	.200*	.979	30	.806
assertive behavior post-test	.114	30	.200*	.974	30	.643

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The results of the pretest and posttest normality test with 40 data using the Shapiro-Wilk sig normality test. Pretest obtained results with a significant value of .806> 0.05 and posttest with a significant value of .643> 0.05 = H_0 is accepted and H_1 is rejected, meaning that the pretest and posttest data samples both come from normally distributed populations, so the data can be analyzed with t-tests.

3) Paired Sample t-Test Results

To examine the relationship and evaluate the significance of the difference in assertive behavior before and after the intervention, a paired sample t-test was conducted on 30 respondents (N = 30). The initial correlation analysis between the pre-test and post-test scores is presented in Table 4 below:

Table 4. Paired Sample t-Test Results

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	assertive behavior pre-test & assertive behavior post-test	30	.770	.000

Paired Sample T-Test Results show that Sig = 0.000 <0.05, meaning that there is an increasing relationship in assertive behavior between before and after classical guidance in providing module-based information services seen from the posttest results which increase from each aspect, namely the aspect of expressing positive feelings after being given module-based information services obtained 81% of the pretest 64%, the self-affirmation aspect obtained results after providing information services 82% of the pretest 68%, and finally there was an aspect of expressing negative feelings in assertive behavior by obtaining 82% of the pretest 60%.

3.2. Discussion

Product development in this study produces guidance and counseling information services to optimize students' personal-social development. However, the limited media in providing this information service has an impact on students' understanding of the information material provided. Therefore, in the implementation of providing this information service using module media to attract students' interest so that students can focus on the material presented, understand and apply the material presented in providing information services. In line with that, Afifah et al (2018) say that the provision of modulebased information services the material presented is easier to accept and gets a good response from students, this is evidenced by the final results after being given this module-based information service in the very good category.

The development of module-based information service media developed in this research stage uses the Borg and Gall model with 10 stages, but in this study it is simplified to only 5 stages due to adjustments to the population and limited research samples only carried out in a population of 1 school with a sample of no more than 100 samples and the research developed is only focused on testing the feasibility and effectiveness of the product (Ravista, 2021). Where the stages in the process of developing module-based information service media to improve students' assertive behavior include the preliminary stage for data collection, the planning stage, the product draft development stage, the field trial stage and finally the initial product improvement stage (Bahri et al., 2018).

This is in line with one of the objectives of the development research conducted by researchers, namely to produce module-based information service media of excellent quality and feasibility (Sudarman & Ardian, 2021). So the researcher used the 5 stages of the Borg and Gall model (Aka, 2019). Seeing the success of previous research in developing the media developed and seeing the limitations of time and cost, it is considered effective to develop module-based information service media (Nurkhin et al., 2020). The success of this media development research is a renewal in providing service media to students so that it can

continue to innovate and make it easier to help students in their personal-social development stage (Dunne et al., 2019).

The module media developed in this development research looks at various sides, one of which is seen from the selection of the language used, not all of which use standard language (Baker & Hüttner, 2017), the language chosen is in accordance with the age stage of development so that students are more interested, focused when studying this module and students more easily understand the essence or intent of the material exposure in the module (Hamid et al., 2017), then in terms of evaluation exercises in each chapter are made as if students are telling stories or pouring various social events that occur to themselves or in their social environment, but the purpose of the evaluation is conveyed appropriately because in addition to students telling various events that occur, they are also asked to find solutions that can solve their problems (Sadler, 2014). Thus students are more able to think rationally and can know what they should do or what response they give to the event.

Then for the characteristics of the developed module, it is made as flexible as possible, where students can access anywhere at any time when they feel they need it. The developed module is not only made in print mode but also made in the form of a flipbook, where students can access online via smartphones with no time limit. For filling out the evaluation sheet, there is also an online filling link that can be accessed directly through google form and the instructions for use are made as detailed as possible so that students can easily understand the steps.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Reseach Implication

The theoretical implications of the results of this study are expected to contribute to science in the field of module-based information service media to improve students' assertive behavior that is still lacking.

The contributions of the research results are as follows:

1) For Students (a) as providing knowledge about the importance of having an assertive attitude; (b) as knowledge of how to improve assertive attitudes by using module-based information service media.
2) For Teachers. The results of this study are expected to be an additional reference to improve students' assertive attitudes at school.
3) For Schools. The results of this study are expected to be an additional reference for educational institutions to improve their quality and quality, especially in increasing students' assertive attitudes using modulebased information service media. In addition, the results of this study are expected to be able to realize many students who are assertive, so that they can make their students develop in their personal-social.

4.2 Reseach Contribution

This research contributes to the field of educational psychology and school counseling by demonstrating the effectiveness of information service modules in promoting assertive behavior among students. It provides empirical evidence that structured guidance interventions can positively influence students' social and emotional development, particularly in enhancing their ability to communicate confidently and respectfully.

Additionally, this study serves as a valuable resource for educators, counselors, and curriculum developers seeking practical tools to support students' personal growth. It also offers a foundation for future research aiming to refine and expand the use of information service modules in various educational settings and among diverse student populations.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Reseach Limitations

Despite the positive outcomes, this study has several limitations that should be considered. First, the investigation was conducted with a relatively small sample size of 30 students from a single institution (Irisan National High School), which limits the generalizability of the findings to broader and more diverse student populations. Second, the research design relied solely on self-reported questionnaires and a one-group pre-test/post-test framework without an active control group, which may introduce subjective bias and constrain the ability to rule out external confounding factors. Lastly, due to time constraints during the implementation phase, data collection could not capture the long-term sustainability of the observed improvements in students' assertive behavior.

5.2 Recommendations for Future Research

Future research on the use of information service modules to enhance students' assertive behavior could explore several aspects to deepen understanding and improve effectiveness. Expanding the sample size and including diverse student populations would enhance the generalizability of the findings. Longitudinal studies could also be conducted to examine the long-term impact of these modules on students' assertive behavior. Additionally, comparing the effectiveness of information service modules with other intervention methods, such as group counseling or social skills training, could provide valuable insights. Lastly, applying these modules in different educational settings, such as elementary schools, universities, or special

education programs, would provide a broader perspective on their effectiveness.

6. CONCLUSION

The results showed that the process of developing module-based information service media to improve students' assertive behavior is in accordance with the stages of Research and Development (R&D) research according to Borg and Gall, starting from conducting literature studies and field studies, designing module materials with an attractive appearance, conducting validation, then conducting limited trials and finally product revision.

Module-based information service media developed by researchers based on student needs that encourage students to apply understanding with the aim of achieving assertive attitudes. The results of the study concluded that the development of module-based information service products to improve students' assertive behavior is high and has answered the problem formulation in this study. From the results of the study also the formulation of the problem can be answered obtained results in descriptive form that the development of module-based information service media to improve students' assertive behavior at Irisan National High School, Baguio City with the results of the percentage of each aspect, namely the aspect of expressing positive feelings after being given services.

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Credit Authorship Contribution Statement

All authors contributed to the discussion of the results, participated in drafting and revising the manuscript, and approved the final version for publication. Reynalyn Tayaban: Conceptualization and Writing. Bai Raezza I. Guizo: Review and editing.

Declaration of GenAI in Scientific Writing

The authors declare that Generative Artificial Intelligence (GenAI) (https://openai.com/) tools were employed in the drafting and revision of this manuscript to check spelling and grammar, identify typos, grammatical errors, suggest paraphrases, reduce passive voice, and eliminate repeated words, sentences, and unnecessary adverbs. The suggestions provided by GenAI were critically evaluated and modified to ensure that the final draft remains representtative of the authors' own work. All instances of Generative AI usage in this article were conducted by the authors in accordance with the IJCP Generative AI (GenAI) Policy, with the authors assuming full responsibility for the originality, accuracy, and integrity of the work."

Conflict of Interest Statement

The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiallity of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

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