

Afdal, Syapitri, D., Meynia, A., Rahmawati, D. F., Hariko, R., & Fikri, M. (2022). Assertive student victims of domestic violence: Basic qualitative analysis from guidance and counseling perspective. *Indigenous: Jurnal Ilmiah Psikologi*, 7(3). 219-231. doi: <https://doi.org/10.23917/indigenous.v7i1.18838>

Assertive Student Victims of Domestic Violence: Basic Qualitative Analysis From Guidance and Counseling Perspective

Afdal¹, Denia Syapitri², Adhilla Meynia³, Dini Fitriani Rahmawati⁴,
Rezki Hariko⁵, Miftahul Fikri⁶

Guidance and Counseling, Faculty of Education, Universitas Negeri Padang^{1,2,3,4,5,6}

Submitted: 25 June 2022	Accepted: 26 October 2022	Published: 15 December 2022
-------------------------	---------------------------	-----------------------------

Abstract. *Domestic Violence is mostly experienced by women and children. Victims of domestic violence will be moody, quiet, aggressive, and tend to have less assertive behavior. Assertive behavior is the ability to convey what you want, feel, and think to others openly and honestly without intending to offend. This study aims to determine the description of assertive behavior in child victims of domestic violence. The study was conducted on 4 student victims of domestic violence (4 girls; aged 17-19 years; student status, students, and private employees) through observation and interviews with data reduction analysis, data presentation, and conclusion drawing. The results showed that the assertive behavior of children, as the victims of domestic violence, was equally low indicated by the request to convey rights, rejection of invitations, self-expression, giving praise to people, and taking part in the conversation. The difference, however, is found in the aspect of rejection, subjects DFS, IR, P are better than subject C. To increase assertive behavior in children who are victims of domestic violence, an exercise to communicate assertively at home for children and parents is needed so that children and parents can improve their ability to control emotions, hence minimizing the mistreatment of children. Therefore, the role of Guidance and Counseling is very much needed through information services and content mastery. The material that can be given is the application of assertiveness on daily basis to children as victims of domestic violence.*

Keywords: *assertive; children victims of domestic violence; perspective of guidance and counseling.*

INTRODUCTION

Domestic violence is a problem that often occurs in a marriage. Domestic violence is all acts or actions against someone, especially women that result in physical, psychological, and, sexual suffering and misery and neglect of the household (Boughima et al., 2018; Hegarty et al., 2004; Khaleed, 2018) including threats to commit acts of coercion, or deprivation independence against the law within the household (Davis, 2008; Kavak et al., 2018; Showalter, 2016). Even though cases of domestic violence make women victims (Susanti, 2020). However, Hardani et al (Muklir, 2021) explain that in human history, the phenomenon of violence against women is an undeniable reality.

*Corresponding author : afdal.kons@fip.unp.ac.id

Based on data collected by The National Violence against Women Survey, 22.1% of women have been exposed to physical violence from a partner during their lifetime and an estimated 1.3 million women in the United States experienced physical violence from a partner every year. In Indonesia, perpetrators of violence against women are husbands of victims (76.60%) partners (Gurning et al., 2020).

Domestic violence is a global problem that exists in all cultures and societies (Chapman, 1990; Choudhury et al., 2021; Heise et al., 2002; Krug et al., 2002). In fact, evidence from both developed and developing countries notes a strong intergenerational relationship with the national spread of domestic violence (Assaad et al., 2016). Domestic violence not only occurs to married couples, but also to children, both as victims and as child victims due to domestic violence. Domestic violence is one of the world's most real threats to children and the perpetrators are the closest and most known to the children, namely people with blood relations (father and mother). Gowi et. al. (2012) said that parents are responsible for meeting the children's needs, serve as the first teacher, and play a major role in determining their children's attitudes, beliefs, values, and behavior. The roles of parents are changing and adapting to changes that occur in line with the development of the child through several stages of development, from the child to the adult stage, and each stage of developmental tasks must be achieved. To be accepted in a social environment, school-age children must be able to carry out developmental tasks as expected, so that they do not experience difficulties.

The issue of violence against children is a highly sensitive household domestic problem and a strong cultural background not necessarily to be exposed (Gowi et al., 2012; Soeroso, 2011). Moreover, this violence is carried out by people having a special relationship, namely family members (e.g. husband, father, uncle). The violence that occurs can have a negative impact on children. Violence, however, cannot be justified, is very serious due to the diverse impact it may cause, and is physically and mentally threatening for a child that may or may not last into adulthood and leave a lasting impression (Hegarty, 2011; Pertiwi & Lestari, 2021). Becoming the victims of domestic violence, children tend to be negative and aggressive, get easily frustrated, be very passive and apathetic, and find it difficult to build relationships with other people. Furthermore, some of them have tremendous hatred for themselves because they do not have their own personality and tend to have less assertive behavior.

Assertiveness is a behavior that displays courage honestly and openly when expressing desires, feelings, and thoughts to maintain their own rights without offending other individuals (Santrock, 2008), thus involving aspects of honesty and openness of mind and feelings (Gunarsa, 2004). By upholding the value of honesty, that is, by firmly, broadly expressing feelings and not violating human rights, as well as without hurting the feelings of others, when it is necessary by an individual in an interpersonal relationship, assertive attitudes or behavior between individuals can be well and effectively established. To that end, it can be concluded that assertive behavior is the behavior between individuals demonstrating courage honestly and openly to express thoughts and feelings so that they can be well- and effectively intertwined.

The phenomenon of Domestic violence is a problem that may occur in the family environment encountered by children, because the inability of parents to control emotions makes children temperamental, have high anxiety, and have bad attitudes, so victims have less assertive behavior. Due to the following four factors, assertive behavior is crucial for students who are domestic abuse victims. First, it facilitates the students' socialization with their surroundings; Second, it encourages the students to be open and honest in expressing their views and aspirations; Third, it simplifies the students to locate solutions to the numerous problems they encounter;

Fourth, it extends the students' horizons and do not only stop at what they do not know (Hasanah et al., 2010). If students who are victims of domestic violence have assertive behavior, they can behave assertively as described above.

As an integral part of the educational process, guidance and counseling are in schools. The assistance which leads to the resolution in guidance and counseling is provided by counselors to individuals who have problems. Assertiveness is a field of guidance and counseling, particularly in personal and social. In light of this, this research is crucial from the perspective of guidance and counseling and for guidance and counseling. At school, counselors assist all students in the areas of academic, achievement, career development, personal or social development and ensure students become productive and have excellent future adaptability. School counselors are also professional educators with a mental health perspective who understand and respond to the challenges presented by diverse students (Toruno & Gençtan, 2015). Additionally, the counselor refers to two tasks: first, helping students' personal development as a whole; second, generally helping students who have problems (Lai-yeung, 2014). Therefore, the purpose of this study is to discuss the assertive behavior of students who are victims of domestic violence as a basic qualitative analysis from the perspective of guidance and counseling. By understanding the assertiveness of students who are domesticated, counselors can help students become good individuals and can improve their assertive behavior.

METHOD

This research is a qualitative research type of case study. Case study research describes and reveals the case as a whole comprehensively. The subjects were 4 students who were victims of domestic violence selected using a purposive sampling technique with details in Table 1. The data were collected through observation and interviews technique. In-person interviews at the subject's home and telephone interviews were conducted in June 2021. Interviews were undertaken to find out, complete, and obtain accurate and appropriate data sources because it was directly from the subject itself, as evidenced by the results of the interviews. The interview grid addresses five aspects of assertive behavior: requests, rejections, self-expression, praise, and engaging in conversation.

With respect to the method ethical issue, the subject and the subject's parents were informed about the study's method and provided their consent to be the subjects of the study. All respondents have committed to be willing to conduct interviews before carrying out the activities. At the venue, the purpose of the study was highlighted and all present were reminded that participation was purely voluntary. This study also refers to research ethics issued by the Universitas Negeri Padang Research Ethics Committee.

Table 1.
Research subjects

Initials	Gender	Age	Work	Place of interview
DFS	Female	19th	Student	By Phone
IR	Female	18th	Student	Subject House
C	Female	17th	Student	By Phone
P	Female	19th	Student	Subject House

The procedure of this research was carried out through (1) initial identification of 4 pre-selected subjects, (2) determining the type of interview to be conducted and relevant information in answering research questions, (3) preparing appropriate recording tools, (4) compiling interview

protocol, and (5) determining the venue for the interview. In this study, the researcher conducted interviews with the subject either at the subject's house or by telephone. The data were analyzed using an interactive model through the stages of data collection, data reduction, data display (data presentation), and conclusion drawing (Miles & Huberman, 1992). The conclusion drawing is in the form of a description of the assertive behavior of domestic violence victims.

RESULTS AND DISCUSSION

The findings of this study describe the assertiveness of students as victims of domestic violence in the form of a basic qualitative analysis from the perspective of guidance and counseling. Researchers were highly concerned about these findings considering that the research subjects are no longer children. An initial discrepancy was found in building theoretical arguments with the research subjects in this study. The findings unquestionably reflect the meaning of the subjects as no longer children, yet the present condition in their age during the interview. Interviews were conducted on 4 subjects, a one-time interview each. They were first asked to declare their willingness to be research subjects. Willing to participate in the study, the subjects filled in informed consent. The research was in accordance with the research procedures issued by the Research Ethics Committee of Universitas Negeri Padang.

The procedure of this research, previously explained by the researcher, was carried out by undertaking initial identification, determining the type of interview to be conducted, preparing the appropriate recording equipment, compiling an interview protocol, and determining the place for the interview. In this study, researchers conducted interviews with the subject either at the subject's home or by telephone. Based on data analysis, it shows the results of the interviews regarding the aspects studied, namely requests, refusals, self-expression, praise, and taking part in the conversation

Request

The request, in this study, is the subject's ability to convey his own rights. In conveying their rights, the four subjects conveyed differently in their own way. The first subject (DFS) conveyed his rights in a good manner and does not offend others. This corresponds to the following DFS statement:

"Usually I express my rights, I usually convey whatever I want, but in a good way and not offend others".

Unlike DFS, the second subject (IR) was actually afraid to express his rights, but eventually, he was brave (forcing himself). This is in accordance with the following statement expressed by IR:

"Sometimes I'm afraid to talk to my father, but if I want something I dare to speak".

The third subject (C), on the contrary, has never explicitly conveyed his rights; instead, he remained quiet and listened to what his parents said when exposed to domestic violence without daring to argue at all. This proves that the subject has no right to speak out or defend himself. It is revealed from the following statement made by C:

"I'm annoyed, irritated, angry, but sometimes I just ignore it, sometimes if I am told to continue for a long time, I often say I am stupid."

Similarly, the fourth subject (P) was able to express; nevertheless, he had to decide between rights and obligations, eventually. The following is a statement from P:

"It's more like how, yes, to express. First, we discuss what are the rights of oneself and the rights of others and what are obligations of others to be fulfilled or not. So, before we put forward or ask for our thing, we have done our duty and so have other people, you see."

What's next? Erm, it's more about what the rights and obligations have been agreed upon."

Galassi (Muttoharoh, 2021) suggests that every individual is born with the right to express opinions assertively. Assertiveness is the ability to positively and constructively express rights and needs without violating the rights of others (Sriyanto et al., 2014). One opinion and another absolutely differ. In the expression of this opinion, potential for disputes arose due to conflicting opinions. The courage to express opinions, however, is an aspect of assertive behavior. On the demand aspect, the four subjects were still afraid to express their own rights. The results of this study are reinforced by Ermailis (2011) statement that children of families of victims of domestic violence tend to be less able to express their feelings verbally and are more accustomed to showing anxiety, fear, and anger through their behavior. Silence due to fear is common in families which are characterized by violence and therefore the children learn to adapt.

Rejection

Rejection, in this study, is the individual's ability to reject wishes, invitations, and suggestions that are not in accordance with the subject. DFS refused to invite people by giving reasons. If the person's request is not in accordance with DFS, DFS consistently refused the request by providing acceptable reasons. If the person insists, DFS still refuses the invitation. This is according to the statement from DFS:

"Usually if I refuse other people's requests, I will state the reasons like there are other activities that cannot be left behind".

"Yes, for example, if it doesn't suit us, I usually refuse. As long as it's positive I don't have a problem, but if it's negative I refuse."

"Usually I come up with reasons that can enter people's minds."

"So I'm going to put more pressure on the reason I refused that I couldn't leave the activity."

In accordance with the DFS, IR refused to invite people by firmly saying No. This is according to the statement from IR:

"I dare say no to that person."

"I explained to him the reason why I didn't want to."

This is different from what was done by C who did not fight directly or tended to be silent and did not fight back when C was hit or scolded by C's parents. This is in accordance with C's statement:

"Yes, yes, I just kept quiet when my mother hit me because at that time I had a lot of friends, then when I got home I cried."

Meanwhile, P refused to invite people in a way that P will state what is the reason for P rejecting the invitation as frankly and clearly as possible. If the person insists, P will not listen. This is in accordance with the statement of P:

"Ee this is more to him. I'll tell you what's the reason I turned down an invitation to go out or eat or something from someone else. Suppose I am invited to eat out by my office friend, I speak frankly, for example, I really don't want to be together with other people or I want to have time. So, I state my opinion or my reasons as clearly as possible, I see."

"Ee, if we are really e, I really don't want to follow his invitation, I'll have a good talk again or I will reiterate my reasons for refusing his invitation. But if he persists, well, I won't listen, I see. Eh, I'm getting carried away with me, right?"

Therefore, it can be concluded that the refusal made by DFS, IR, and P was similarly carried out, namely refusing to invite people firmly by saying No. However, C did not reject directly or tended to remain silent. Eisler et al (Daulay, 2021) explain that one of the components of

assertiveness is compliance, which is related to one's efforts to reject or disagree with others. What needs to be emphasized is the courage of a person to say "No" to others if it is in accordance with his wishes.

Self-Expression

Self-expression is the individual's ability to dare to express feelings and thoughts appropriately. DFS kept smiling no matter what the situation was without showing his feeling. The subject's ability to express himself is low; he wants to come out as strong, but in reality, he is frail. This is according to the statement from DFS as follows:

"If I show you how I feel. Smile no matter what the situation is."

The second subject (IR) tends to cry when the victim's father commits domestic violence. This is according to the statement from IR:

"Hmmm So this is it, when I was in junior high school my father was a gambler, one night my father came home late, then my father had a fight with my mother, saw them fighting in front of me, I cried and didn't stop. Then because I was annoyed to see me cry, finally I was slapped by my father."

Subject three tends to be quiet when the victim's parents commit domestic violence. This corresponds to statement below :

"Yes, thank you. Yes, in my opinion, parents like that are evil, it means that they don't love their children, even though it's not necessarily wrong, I sometimes hold grudges with mom when mom hits me, dad gets angry too when mom is angry."

Meanwhile, P expressed his feelings by writing, speaking and showing what he feels. This action, according to P, may have been good and if people do not agree with the way he expresses himself, P will adjust. Before interacting with other people, P usually observes what the person likes and dislikes and how the person's attitude toward other people. This is in accordance with the statement of P as follows:

"Usually I write what I feel or talk about what I feel or maybe show my expression. Suppose I'm sad aa I will express sadness. And I' I'm really happy, I'll make a happy expression or say nice words."

"Hmm maybe."

"Ee, I usually adjust myself more to other people, before I talk or interact with other people, I usually observe first what the person likes and dislikes and how the person's attitude towards other people."

In light of this, it can be concluded that children's victims of domestic violence have a limited capacity for self-expression. This can be seen from the statements of DFS, IR, and P. Although C said he was able to express himself, his statements show dishonesty. As revealed by Davis (2013), assertive behavior is behavior that leads to goals, has self-respect, honesty, and an assertive stance in the form of an effort to achieve freedom of expression carried out with courtesy and confidence. Alberti and Emmons (Kidar et al., 2021) state that assertiveness is bringing about balance in human life, which allows individuals to express according to their own interests, as a form of self-defense from anxiety that arises, to express feelings comfortably and honestly, to carry out individual rights without negating the rights of others.

Giving Praise to People

Praise, in this study, is the subject's ability to give praise or appreciation sincerely to others and the subject's reasonable attitude in receiving praise from others. Galassi (Muttoharoh, 2021)

states that giving a positive response to others can be in the form of positive sentences about behavior, clothing, appearance, and so on. In addition to giving praise and appreciation, receiving praise and positive responses from others with a smile and saying "thank you" are forms of expressing positive feelings.

The results of the interview showed that DFS gave praise to others through messages. DFS claims that he receives compliments infrequently, and when he does, he will be happy and say 'thank you' for the compliments. This is according to the statement from DFS as follows:

"Yes, it's usually like praising the papers they present. The way is usually speaking through messages, I say like this, the paper is good, right!"

"Alhamdulillah happy."

"More often thank you for the compliment."

Meanwhile, P compliments people when they perform admirable deeds in the form of words or actions such as rewards. P claims that P often gets compliments. If he gets a sincere one, P will be pleased and proud of himself. P would feel guilty and not like it if it is neither a sincere compliment nor the result of P's hard work. P responded by thanking him for the compliment. This is in accordance with the statement of P below:

"Em I praise other people enough. Suppose he is indeed doing good. I mean it's more like he did something commendable, then I'll praise him. But if he does something that should be done, then I don't praise him too much. Just enough"

"Um, usually I use words or actions, for example, giving rewards to other people or giving more attention, I see."

"Eem, if people who compliment me give sincere compliments, I feel happy and feel proud of myself. But if I get a compliment and I don't think it's a genuine compliment or it's not really the result of my hard work or it's not really what I'm doing, I feel guilty and I don't like it."

"Ee I thank you for the compliment and umm what will I do I'll just thank."

To that end, it can be concluded that domestic violence prevents both subjects from giving praise, yet the subject desires to receive it. This indicates the tendency to be unable to relate to peers and other people (Huraerah, 2006). According to Bair-Merrit et. al. (2006), children who witness violent behavior every day in the home can experience physical, mental, and emotional disorders. Furthermore, the negative effects of domestic violence likely occur in the children's lives as the victims of domestic violence include emotional, behavioral, attitude, and social problems.

Taking Part in the Conversation

Playing a role in the conversation is defined as the individual's ability to initiate or take the initiative in the conversation, and to participate or be involved while maintaining the conversation. The results of the interview demonstrated that DFS and P preferred not to take a direct part in the discussion. When they ask for advice or comments, DFS and P will join the conversation. They then depend on the other person to keep the conversation going. This is according to the statement from DFS as follows:

"Depends. It's because I can't directly express my thoughts."

"If I understand the conversation I will go in, but if I don't understand I will not join."

"When they ask me for advice/opinion".

This is in line with the statement made by P below:

"Eemm if I feel in a comfortable situation and condition, I start talking with other people first. Or feel attracted to that person. O' I'm just curious about what other people know about the topic."

*"Ee I don't want to interfere in a conversation that I didn't participate in from the start."
"Well, it depends on the person. Suppose I keep the conversation going and keep looking for a topic to talk about. But if, for example, the other person doesn't respond well or whatever, or what, the feedback I gave him, he gave me feedback or we have the same topic or we want to talk about that are both interesting, maybe it can be maintained well."*

In sum, DFS and P have low assertive behavior in the aspect of playing a role in the conversation. This is evident from the statements made by the two subjects unwilling to participate in the dialogue directly. DFS and P join the conversation when they ask for advice/opinions and maintain a conversation depending on the other person. Assertive behavior is very crucial to socialize well and effectively as well as being accepted in the environment. Kiecolt and Grath (Syafriadi, 2011), in their research, demonstrate that the activities carried out will affect individual assertive behavior. Activities that often interact with other people and have interpersonal relationships have a positive effect on self-confidence behavior. Interpersonal relationships occur when people communicate effectively.

The above-mentioned explanation leads to the conclusion that the four subjects as a whole have low assertive behavior, as seen from each aspect. On the request aspect, the four subjects were still afraid to express their own rights. In the aspect of asking, do not do it directly or tend to be silent. In self-expression, they are able to express themselves as seen from the subjects' statements, but the statements are dishonest. In the aspect of giving praise to people, the subject does not want to give praise; instead, the subject himself wants to receive it. Low assertive behavior on aspects of taking part in the conversation, is indicated by the statements of the two subjects who do not want to be directly involved in the conversation.

Women are often less able to behave assertively, thus losing their rights and dignity. It is evident in cases of violence against women in the household. Assertive behavior is characterized by social conformity, considering the feelings and welfare of others (Rahardiani, 2021), the domain of social skills between cooperation, responsibility, and self-control (Silvin-Kachala & Bialo, 2009), empathy (Elliot & Gresham in Golden, 2002), and problem behavior (Chong & Li, 2008). Additionally, the ability to behave assertively indicates the ability to resolve themselves in interpersonal relationships. According to Ngatini & Karneli (2020), having assertive behavior will help individuals to solve problems wisely; therefore, individuals are accepted and live in peace with their environment.

Children are candidates for the next generation who must be directed to good development, yet nowadays violence against children from perpetrators to victims is frequently found in the form of physical, sexual, and emotional violence (Yulianingsih, 2021). Violence acts perpetrated by the people closest to them such as their own family (husband, father, uncle) will have a deeper impact on the victim (children) than those perpetrated by others (Pertiwi & Lestari, 2021). Victims of Domestic Violence will be moody, quiet, aggressive, and tend to have less assertive behavior. If students who are victims of domestic violence have assertive behavior, they can be honest and more courageous in expressing their desires and feelings.

The lack of ability of positive communication by parents is the result of no role model and chance to practice these skills. Furthermore, this is also due to no feedback on parental communication skills training whether the action done was correct or not (Safaria & Eka, 2009). For that, we need an exercise on how to communicate assertively at home, e.g. parents can improve the ability to control emotions to minimize the mistreatment of children. These exercises must be repeatedly done and applied by parents to their children, thus requiring intensive guidance and direction from a therapist (Safaria & Eka, 2009) in the form of assertive exercises (Gowi et al.,

2012). Assertive training supports parents to understand and respond to all kinds of emotional responses that arise from children due to their children's unmet needs (Gowi et al., 2012). With assertive practice, parents train to accept their own emotions, accept their children's emotions, and think actively about how to respond to their children's emotions. Parents will understand that aggressively or passively dealing with children's complaints does not have a positive impact on the parent-child relationship (Gottman & Declaire, 2008)

Thus, the role of Guidance and Counseling is very necessary to increase assertive behavior in students who are victims of domestic violence. That being case, it will affect student education as well as the role of the counselor. Guidance and counseling services that can be provided to students include information services and content mastery. Sari et al (2021) suggest that individuals can achieve independence in their lives through the implementation of Counseling Guidance and they can encounter the problems they have through their independence. Independence makes clients tough in accepting these problems and controlling themselves in dealing with these problems. According to Prayitno and Amti (Alfitrah & Taufik, 2021), information services are undertaken to meet the individual's lack of information they need. Maryani & Afdal (2019) stated that information services basically aim to meet the individual's lack of necessary information. With the existence of information services, individuals can develop independence, understanding, and mastery of the information needed, thus understanding and accepting themselves and their environment positively and dynamically (Prayitno, 2016). According to Prayitno and Amti (Maidah, 2021), content mastery services are assistance services to individuals (individually or in groups) to master certain abilities or competencies through learning activities. The ability or competency learned is a unit of content including facts and data, concepts, processes, laws and rules, values, perceptions, affections, attitudes, and actions related to them (Afdal, 2015).

CONCLUSION

The results show that the children's assertive behavior as victims of domestic violence was equally low, as indicated in the indicators of request to convey the rights, rejection of invitations, self-expression, giving praise to people, and taking part in the conversation. Regarding the aspect of requesting, the four subjects were still afraid to express their own rights. In the aspect of rejection, the subjects do not reject directly or tend to be silent. In the ability to express themselves, according to the subject's statements, they are able to express themselves, yet dishonesty is found in their statements. In the aspect of giving praise to people, the subjects do not want to give praise, yet they want to receive it. Assertive behavior is low particularly in the aspect of taking part in the conversation. This is indicated by the statements of the two subjects who do not want to be directly involved in the conversation. The differences, however, are found in the aspect of rejection in which subjects DFS, IR, and P are better than C. To increase children's assertive behavior as the victims of domestic violence, an exercise on how to communicate assertively at home for children and parents is needed; therefore, the children and parents can improve their ability to control emotions to minimize the mistreatment of children. To that end, the role of Guidance and Counseling is very much needed through information services and content mastery. The material that can be given to children who are victims of domestic violence is the application of assertiveness on a daily basis.

REFERENCES

- Afdal, A. (2015). Kolaboratif: Kerangka kerja konselor masa depan. *Jurnal Koseling Dan Pendidikan*, 3(2), 1–7. <https://doi.org/10.29210/12400>
- Alfitrah, R. S., & Taufik, T. (2021). The correlation between self-confidence with career planning at santri pesantren nurul yaqin ambung kapur Padang Pariaman. *Jurnal Neo Konseling*, 3(2), 68–74. <http://dx.doi.org/10.24036/00422kons2021>
- Assaad, R., Friedemann-sánchez, G., & Levison, D. (2016). Impact of domestic violence on children's education in Colombia : Methodological challenges. *Violence Against Women*, 1–29. <https://doi.org/10.1177/1077801216661036>
- Bair-Merrit, M. H., Blackstone, M., & Feudtner, C. (2006). A systematic review physical health outcomes of childhood exposure to intimate partner violence. *Pediatrics*, 117, 278–290. <https://doi.org/10.1542/peds.2005-1473>
- Boughima, F. A., Razine, R., Benyaich, H., & Mrabet, M. (2018). The profile of women victims of domestic violence in Morocco. *Rev Med Legale*, 9, 96–102. <https://doi.org/10.1016/j.medleg.2018.05.002>
- Chapman, J. R. (1990). Violence against women as a violation of human rights. *Social Justice*, 17(2), 54–70. Retrieved from <https://www.jstor.org/stable/29766541>
- Chong, J., & Li, J.-Y. (2008). Social skills in children with special needs, with and without mainstream education in Singapore. *Journal of Reading and Literacy*, 3, 24–38. Retrieved from <https://repository.nie.edu.sg/bitstream/10497/16320/1/JRL-2011-3-24.pdf>
- Choudhury, S. R., Ferdous, F., Sarker, N. R., & Matin, A. (2021). Domestic violence among psychiatric patients: A cross-sectional descriptive study. *Archives of NIMH*, 4(1), 35–38. Retrieved from <http://nimh.gov.bd/wp-content/uploads/2021/08/Original-Article-Domestic-violence-among-psychiatric-patients-a-cross-sectional-descriptive-study.pdf>
- Daulay, A. A. (2021). *Meningkatkan perilaku asertif melalui kebiasaan mengemukakan pendapat teknik debat siswa kelas X MAN 2 Model Medan* [Undergraduate's thesis, Universitas Islam Negeri Sumatera Utara]. Retrieved from <http://repository.uinsu.ac.id/11361/>
- Davis, G. B. (2013). *Kerangka dasar sistem informasi manajemen*. Palembang: Maxikom.
- Davis, R. L. (2008). *Domestic violence intervention, prevention, policies, and solutions*. Florida: CRC Press.
- Ermilis. (2011). Korban dan perilaku kekerasan fisik dalam rumah tangga di kota Pekanbaru. *Jurnal Industri Dan Perkotaan*, 16(27), 40–53. <http://dx.doi.org/10.31258/jip.15.27.%25p>
- Golden, L. (2002). *Evaluation of the efficacy of a cognitive behavioral program for offenders on probation: Thinking for a change*. Dallas: University of Texas Southwestern Medical Center.
- Gottman, & Declaire, J. (2008). *Mengembangkan kecerdasan emosional anak*. Jakarta: Gramedia Pustaka Utama.

- Gowi, A., Hamid, A. Y. S., & Nuraini, T. (2012). Penurunan perilaku kekerasan orangtua pada anak usia sekoah melalui latihan asertif. *Jurnal Keperawatan Indonesia*, 15(3), 201–206. <https://doi.org/10.7454/jki.v15i3.28>
- Gunarsa, S. (2004). *Konseling dan psikoterapi*. Jakarta: Gunung Mulia.
- Gurning, F., Camelia, V., Parinduri, H. T., & Effendy, E. (2020). The depression level of women suffering domestic violence in Medan, Indonesia. *Maced J Med Sci*, 8(8), 983–987. <https://doi.org/10.3889/oamjms.2020.3298>
- Hasanah, N., Supriyono, Y., Herani, I., & Lestari, S. (2010). Peningkatan kepercayaan diri mahasiswa melalui pelatihan asertivitas. *Jurnal Interaktif*, 1(2), 1–7. Retrieved from <https://www.neliti.com/publications/243652/peningkatan-kepercayaan-diri-mahasiswa-melalui-pelatihan-asertivitas>
- Hegarty, K. (2011). Domestic violence: The hidden epidemic associated with mental illness. *B. J Psych*, 198(3), 169–170. <https://doi.org/10.1192/bjp.bp.110.083758>
- Hegarty, K., Gunn, J., Chondros, P., & Small, R. (2004). Association between depression and abuse by partners of women attending general practice: Descriptive, cross sectional surve. *BMJ*, 328(7440), 621-624. <https://doi.org/10.1136/bmj.328.7440.621>
- Heise, L., Ellsberg, M., & Gottmoeller, M. (2002). A global overview of gender-based violence. *International Journal of Gynecology & Obstetrics*, 78(1), 5–14. [https://doi.org/10.1016/S0020-7292\(02\)00038-3](https://doi.org/10.1016/S0020-7292(02)00038-3)
- Huraerah, A. (2006). *Kekerasan pada anak*. Bandung: Nuansa.
- Kavak, F., Akturk, U., Ozdemir, A., & Gultekin, A. (2018). The relationship between domestic violence against women and suicide risk. *Arch Psychiatr Nurs*, 32(4), 574–579. <https://doi.org/10.1016/j.apnu.2018.03.016>
- Khaleed, B. (2018). *Penyelesaian hukum KDRT: Penghapusan kekerasan dalam rumah tangga dan upaya pemulihannya*. Yogyakarta: Media Persindo.
- Kidar, F. F., Daud, M., & Fakhri, N. (2021). Pengaruh pelatihan komunikasi efektif terhadap peningkatan perilaku asertif. *Jurnal Psikologi Talenta Mahasiswa*, 1(1), 33–41. Retrieved from https://www.researchgate.net/profile/Nurfitriany-Fakhri/publication/353919529_Pengaruh_Pelatihan_Komunikasi_Efektif_Terhadap_Peningkatan_Perilaku_Asertif/links/61197e701e95fe241ad47fb5/Pengaruh-Pelatihan-Komunikasi-Efektif-Terhadap-Peningkatan-Perilaku-Asertif.pdf
- Krug, E. ., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (2002). *World report on violence and health*. Geneva: WHO.
- Lai-yeung, S. W. C. (2014). The need for guidance and counselling training for teachers. *Procedia-Social and Behavioral Sciences*, 113, 36–43. <https://doi.org/10.1016/j.sbspro.2014.01.008>
- Maidah. (2021). Upaya membentuk pribadi unggul siswa kelas IX-A melalui penerapan layanan penguasaan konten di SMP Negeri 5 Probolinggo. *Jurnal Ilmiah Pro Guru*, 2(1), 65–77. Retrieved from <http://journal2.um.ac.id/index.php/jipg/article/view/19776>

- Maryani, O., & Afdal, A. (2019). Perbedaan pemahaman remaja perempuan terhadap kesehatan reproduksi ditinjau dari asal sekolah. *Jurnal Fokus Konseling*, 5(2), 102–109. <https://doi.org/10.52657/jfk.v5i2.870>
- Miles, M., & Huberman, A. (1992). *Qualitative data analysis: A sourcebook of new methods (second)*. California: Sage.
- Muklir. (2021). Penanganan korban KDRT oleh pusat pelayanan terpadu pemberdayaan perempuan dan anak kabupaten Aceh Utara. *Jurnal Hukum*, 7(1), 1–12. <https://doi.org/10.32661/resam.v7i1.51>
- Muttoharoh, S. (2021). *Konseling islam dengan teknik modelling untuk meningkatkan perilaku asertif seorang penyandang low vision di Bojonegoro* [Undergraduate's thesis, Universitas Islam Negeri Sunan Ampel Surabaya]. Retrieved from <http://digilib.uinsby.ac.id/45991/>
- Ngatini, N., & Karneli, Y. (2020). Tingkat perilaku asertif siswa dan implikasi dalam pelaksanaan layanan bimbingan dan konseling. *Counsnesia: Indonesian Journal of Guidance and Counseling*, 2(1), 72–81.
- Pertiwi, A. D., & Lestari, T. (2021). Dampak terhadap perkembangan psikososial anak yang pernah mengalami kekerasan dalam keluarga. *Jurnal Pendidikan Tambusai*, 5(1), 1860–1864. <https://jptam.org/index.php/jptam/article/view/1190>
- Prayitno. (2016). *Wawasan profesional bimbingan dan konseling*. Padang: UNP.
- Rahardiani, A. (2021). Upaya meningkatkan kepercayaan diri dengan pelatihan asertif pada siswa. *UNISAedu*, 5(4), 381–390.
- Safaria, T., & Eka, N. . (2009). *Manajemen emosi*. Jakarta: Bumi Aksara.
- Santrock, J. W. (2008). *Perkembangan masa hidup*. Jakarta: Erlangga.
- Sari, A. K., Prayitno, & Karneli, Y. (2021). Pelayanan profesi guru bimbingan dan konseling dalam menimalisir kesalahpahaman tentang bimbingan konseling di sekolah. *Journal of Education and Teaching Learning (JETEL)*, 3(1), 36–49. <https://doi.org/10.51178/jetl.v3i1.117>
- Showalter, K. (2016). Women's employment and domestic violence: A review of the literature. *Aggress Violent Behav*, 31, 37–47. <https://doi.org/10.1016/j.avb.2016.06.017>
- Silvin-Kachala, J., & Bialo, E. (2009). *IESD comprehensive technical report, evaluation of the social skills of full time, online public school students*. New York: Interactive Educational System Design (IESD) Inc.
- Soeroso, M. H. (2011). *Kekerasan dalam rumah tangga dalam perspektif yuridis-viktimologis*. Surabaya: Sinar Grafika.
- Sriyanto, Abdulkarim, A., Zainul, A., & Maryani, E. (2014). Perilaku asertif dan kecenderungan kenakalan remaja berdasarkan pola asuh dan peran media massa. *Jurnal Psikologi*, 41(1), 74–88. <https://doi.org/10.22146/jpsi.6959>
- Syafriadi, N. (2011). *Hubungan komunikasi efektif dalam keluarga dengan perilaku asertif pada siswa-siswa SMK Muhammadiyah 02 Pekanbaru*. [Undergraduate's thesis, Universitas Islam

Negeri Sultan Syarif Kasim Riau]. Retrieved from <http://repository.uin-suska.ac.id/id/eprint/1187>

Toruno, H., & Gençtan, D. (2015). The perceptions of school counselors about the counseling and guidance programs of vocational high schools. *Procedia - Social and Behavioral Sciences*, 174, 368–376. <https://doi.org/10.1016/j.sbspro.2015.01.675>

Yulianingsih, Y. (2021). Pendidikan anti kekerasan terhadap anak (Analisis dalam perspektif islam). *Jurnal Pendidikan Aura*, 13(1), 73–84. <https://doi.org/10.37216/aura.v2i1.466>