



The 1st International Conference on HOLISTIC Guidance and Counseling

Edu Consilium : Journal of Islamic Education Guidance and Counseling

Special Edition, October 2026, pp. 348-357

ISSN: 2548-4311 (Print), ISSN: 2503-3417 (Online)

DOI: <https://doi.org/10.19105/ec.holistic1.26104>

Simulation-Based Assertive Cards (SIMBA Card): A Classical Guidance Intervention for Promoting Assertive Behavior among Senior High School Students

Rafa Almareta Putri Arya^{1*}, Khairul Bariyyah²

^{1,2}State University of Malang, Indonesia

*Corresponding author: email: rafa.almareta.2101116@students.um.ac.id

Abstract

Article History

Received: September 3, 2026

Revised: September 8, 2026

Accepted: October 4, 2026

Keywords:

Assertive behavior;
classical guidance;
simba card;
simulation game.

Kata Kunci:

Bimbingan klasikal;
kartu simba;
perilaku asertif;
permainan simulasi.

High school adolescents often experience difficulties in expressing their thoughts, feelings, and desires honestly and assertively without violating the rights of others. This study aimed to examine the effectiveness of classical guidance services using a simulation game, Simulation Based Assertive Cards (SIMBA CARD), in developing assertive behavior among senior high school students. The study employed a quantitative approach with a pre-experimental design, specifically a one group pretest posttest design. The population consisted of 10th grade students, and the sample comprised 31 students selected through simple random sampling. Data were collected using an Assertive Behavior Scale adapted from the theories of Alberti and Emmons and Rathus and Nevid and were analyzed using descriptive statistics and the paired samples t test with IBM SPSS Statistics 25. The results showed that before treatment, all students (100%, $n = 31$) were in the low category of assertive behavior, with a mean score of 24.35. After three intervention sessions, conducted during the second to fourth of five meetings, students' assertive behavior shifted to the moderate and high categories, with the mean score increasing to 48.71. The paired samples t test yielded a mean paired difference of -24.35, $t(30) = -16.234$, $p < .001$, indicating a statistically significant difference between the pretest and posttest scores. These findings indicate that classical guidance services using the SIMBA CARD simulation game were associated with improved assertive behavior among senior high school students. School counselors are encouraged to integrate this interactive medium into classical guidance curricula.

[Remaja usia SMA sering mengalami kesulitan mengekspresikan pikiran, perasaan, dan keinginan secara jujur dan tegas tanpa melanggar hak orang lain, yang dikenal sebagai perilaku asertif. Penelitian ini bertujuan untuk menguji keefektifan layanan bimbingan klasikal dengan media permainan simulasi Simulation-Based Assertive Cards (SIMBA CARD) dalam mengembangkan perilaku asertif siswa SMA. Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-experimental berupa One Group Pretest-Posttest Design. Populasi penelitian adalah siswa kelas X SMA, dengan sampel sebanyak 31 siswa yang dipilih melalui teknik simple random sampling. Data dikumpulkan menggunakan Skala Perilaku Asertif yang diadaptasi dari teori Alberti & Emmons serta Rathus & Nevid, kemudian dianalisis menggunakan statistik deskriptif dan uji Paired Samples T-Test berbantuan IBM SPSS Statistics 25. Hasil penelitian menunjukkan bahwa sebelum diberikan perlakuan, seluruh siswa (100%, $n = 31$) berada pada kategori perilaku asertif rendah dengan rata-rata skor 24,35. Setelah diberikan perlakuan sebanyak tiga kali pertemuan (pertemuan kedua hingga

keempat dari lima pertemuan), tingkat perilaku asertif siswa berubah menjadi kategori sedang dan tinggi, dengan rata-rata skor meningkat menjadi 48,71. Hasil uji Paired Samples T-Test menunjukkan Mean Paired Difference sebesar -24,35, nilai $t = -16,234$ ($df = 30$), dan signifikansi 0,000 ($p < 0,05$), yang menunjukkan adanya perbedaan signifikan antara skor pretest dan posttest. Dapat disimpulkan bahwa layanan bimbingan klasikal dengan permainan simulasi SIMBA CARD efektif secara signifikan dalam mengembangkan perilaku asertif siswa SMA. Guru bimbingan dan konseling disarankan mengintegrasikan media interaktif ini ke dalam kurikulum bimbingan klasikal.]

How to Cite: Arya, R.A.P., Bariyyah, K. 2026. Simulation-Based Assertive Cards (SIMBA Card): A Classical Guidance Intervention for Promoting Assertive Behavior among Senior High School Students. *Edu Consilium : Jurnal Bimbingan dan Konseling Pendidikan Islam*, Special Edition, October 2026, Vol 1, pp. 348-357. DOI: 10.19105/ec.holistic1.26104.



Edu Consilium : Jurnal Bimbingan dan Konseling Pendidikan Islam, Universitas Islam Negeri Madura, Indonesia
Copyright © 2026, is licensed under a CC-BY-SA.
Journal Homepage: <https://ejournal.uinmadura.ac.id/index.php/educons>

Introduction

Adolescence is a developmental stage characterized by various changes in physical, emotional, social, and cognitive aspects. In this phase, students begin to build self-identity, expand relationships with peers, and learn to make decisions independently. These changes make adolescents faced with various social situations that demand the ability to communicate in a healthy manner. One of the important skills to have is assertive behavior, which is the ability to express thoughts, feelings, and needs honestly, openly, and firmly without ignoring the rights of others. Development of social skills, including assertive behavior, serves as an essential foundation for maintaining students' mental health, psychological well-being, and overall personal resilience in the school environment (Bariyyah & Wahyuni, 2018; Bariyyah, 2017). Students who possess emotional intelligence and proper emotional management are better equipped to express their behavior assertively in various social contexts (Bariyyah & Latifah, 2019).

Assertive behavior plays a crucial role in students' daily lives at school. Students who are able to be assertive tend to be more confident when expressing opinions, are able to reject invitations that are contrary to the values they believe in, and are more likely to build positive interpersonal relationships with peers and teachers (Bariyyah, 2020). Conversely, students with low assertive behavior often experience social anxiety, feel afraid to express their opinions, find it difficult to say "no", easily yield to negative peer pressure, and remain silent even when feeling disadvantaged (Bariyyah, 2017; Bariyyah & Latifah, 2019). These conditions often lead to academic stress, interpersonal conflicts, and hindrance of optimal personal-social development (Bariyyah et al., 2020).

Alberti and Emmons explain that assertive behavior is the ability of individuals to defend their rights appropriately without violating the rights of others. These abilities do not appear automatically, but develop through continuous learning processes, social experiences, and repetitive exercises (Bariyyah, 2020). Therefore, guidance and counseling services in schools carry the responsibility to facilitate students' independence in expressing their thoughts, feelings, and beliefs appropriately (Bariyyah, 2019). Studies indicate that assertive abilities among adolescents still require substantial intervention. Nabilah and Rosalina (2019) found that most adolescents have not shown optimal assertive behavior, facing difficulties in expressing opinions and defending personal rights. Similarly, Moranita et al. (2022) revealed that students experience barriers in practicing assertiveness, especially when interacting with peers. Furthermore, a lack of assertiveness is strongly linked to lower academic self-efficacy and fear of negative evaluation (Bariyyah et al., 2021).

To address these issues, classical guidance offers a preventive and developmental platform in classroom settings. Classical guidance is designed to assist all students in acquiring knowledge, skills, and attitudes that support developmental tasks (Bariyyah, 2018). However, to prevent

services from being purely lecture-centered, innovative learning media that actively engage students are required (Bariyyah, 2022). One highly effective alternative is simulation games, which foster active student involvement and reduce boredom during guidance sessions (Bariyyah, 2018, 2019). Simulation games allow students to learn through hands-on experiential learning by confronting real-life scenario simulations in a safe, fun, and supportive atmosphere (Bariyyah et al., 2020; Bariyyah, 2017).

The specific media introduced in this study is the Simulation-Based Assertive Cards (SIMBA CARD), an interactive card game containing various social scenario cards commonly encountered by high school students. SIMBA CARD invites students to discuss, evaluate, and practice assertive responses when facing challenges such as refusing peer invitations, voicing opinions, asking for help, handling criticism, or expressing negative emotions constructively (Bariyyah, 2021). The integration of scenario-based cards provides students with immediate feedback and reflection, reinforcing behavioral change and boosting their academic self-efficacy (Bariyyah, 2019, 2021; Bariyyah et al., 2021). Unlike earlier simulation-game interventions in classical guidance, which have generally used generic scenario cards or brainstorming and role-play formats without a specific behavioral target (e.g., Fitriani et al., 2019; Vivi, 2018), SIMBA CARD is purpose-built around the three empirically grounded dimensions of assertive behavior—expressing positive feelings, self-affirmation, and expressing negative feelings—so that each card and discussion prompt maps directly onto a specific assertiveness skill rather than general social confidence. Despite the growing popularity of simulation games, empirical evidence regarding SIMBA CARD's specific effectiveness in developing high school students' assertive behavior remains limited. Therefore, this study aims to empirically test the effectiveness of classical guidance using the SIMBA CARD simulation game to develop senior high school students' assertive behavior.

Method

This study employed a quantitative approach with a pre-experimental design, specifically a One Group Pretest-Posttest Design. This design was selected to measure changes in students' assertive behavior before and after receiving classical guidance services integrated with the SIMBA CARD simulation game (Sugiyono, 2019).

The research subjects consisted of 31 tenth-grade senior high school students selected using simple random sampling techniques (Suriani et al., 2023). The population comprised all tenth-grade students at the senior high school where the study was conducted, from which the 31 research subjects were drawn by first listing all tenth-grade students and then randomly selecting participants using a lottery technique, so that every student in the population had an equal chance of selection. In this design, all subjects completed a pretest to determine initial assertive behavior levels, underwent the SIMBA CARD intervention across structured sessions, and subsequently completed a posttest to measure behavioral changes. The independent variable was classical guidance using the SIMBA CARD simulation game, while the dependent variable was the students' assertive behavior.

Data were gathered using an Assertive Behavior Scale structured as a Likert scale adapted from the theories of Alberti & Emmons (2017) and Rathus & Nevid (1977). The instrument was an adaptation rather than a direct adoption: items from the two source theories were translated, reworded to fit a senior-high-school context, and reviewed by guidance and counseling experts before a trial administration; items that did not meet the validity criterion were revised or dropped. The scale covered three theoretical dimensions drawn from Alberti & Emmons (2017) and Rathus & Nevid (1977): expressing positive feelings, self-affirmation, and expressing negative feelings. Item validity was determined using the corrected item-total correlation, with items retained if the correlation met the commonly used criterion of $r \geq 0.30$ (Azwar, 2012); based on this criterion, the instrument trial yielded 14 valid items. The instrument's reliability, measured via Cronbach's Alpha, exceeded the commonly accepted threshold of 0.70, indicating high internal consistency. A summary of item validity and reliability results is presented in the Instrument subsection above.

The implementation of treatment was carried out in five meetings. The first meeting

Simulation-Based Assertive Cards (SIMBA Card): A Classical Guidance Intervention to Promote Assertive Behavior among Senior High School Students

contains service orientation and pretest. The second to fourth meetings contained the implementation of classical guidance services using the SIMBA CARD game with a focus on the material: expressing positive feelings, self-affirmation, and expressing negative feelings. The fifth meeting was filled with posttests, reflections, and follow-ups. Each intervention session was conducted classically with the whole class of 31 students together, lasting one guidance and counseling class period (approximately 45 minutes), following the standard duration used for classical guidance services in Indonesian senior high schools. Each session followed the same stages: (1) introduction of the scenario cards and rules, (2) group discussion and role-play of the assigned social scenario, (3) presentation and peer feedback, and (4) counselor-led reflection linking the scenario to the targeted assertive-behavior aspect. The second meeting focused on expressing positive feelings, the third on self-affirmation, and the fourth on expressing negative feelings, so that each of the three aspects was practiced through a dedicated set of scenario cards and activities. Data analysis was carried out through descriptive statistics to describe the distribution of assertive behavior scores, normality tests to test the assumptions of data distribution, and paired samples t-test to determine the significance of score differences before and after treatment. The analysis was carried out using the help of IBM SPSS Statistics 25. Assertive behavior scores were also classified into low, medium, and high categories using the mean and standard deviation-based norm formula (Azwar, 2012): scores below ($M - 1SD$) were classified as low, scores from ($M - 1SD$) up to ($M + 1SD$) as medium, and scores at or above ($M + 1SD$) as high, using the sample mean and standard deviation of 48.71 and 7.46 respectively (approximately below 41 = low, 41–56 = medium, above 56 = high), applied consistently to both the pretest and posttest data.

Results

The results of this study are presented based on descriptive analysis and inferential analysis to determine changes in students' assertive behavior before and after participating in classical guidance services using the simulation game Simulation-Based Assertive Cards (SIMBA CARD). Descriptive analysis is used to describe the level of assertive behavior of students at the time of pretest and posttest, while inferential analysis is conducted to test the effectiveness of the treatment given. Based on the raw scores in Tables 1 and 2, the descriptive statistics ($N = 31$) were: pretest scores ranged from 16 to 32 ($M = 24.35$, $SD = 3.59$), and posttest scores ranged from 35 to 65 ($M = 48.71$, $SD = 7.46$), as summarized in Table 3.

Before the implementation of the service, all respondents first worked on an assertive behavior scale as a pretest. The measurement results showed that all students were still in the category of low assertive behavior. This condition shows that students are not able to express their opinions, express rejections, or defend their personal rights appropriately in various social situations.

Table 1. Pre Test Results

Respondent	Total
1	16
2	20
3	21
4	20
5	23
6	22
7	22
8	23

9	23
10	20
11	24
12	28
13	23
14	25
15	23
16	27
17	24
18	23
19	24
20	26
21	23
22	28
23	20
24	26
25	25
26	27
27	32
28	29
29	29
30	28
31	31

After participating in classical guidance services using the simulation game SIMBA CARD for three meetings (the second to fourth of five total meetings), students were again given an assertive behavior scale as a posttest. The measurement results showed a change in the level of assertive behavior compared to before the treatment was given.

Table 2. Post Test Results

Respondent	Total	Category
1	57	High
2	65	High
3	53	Medium
4	46	Medium
5	52	Medium
6	52	Medium

Simulation-Based Assertive Cards (SIMBA Card): A Classical Guidance Intervention to Promote Assertive Behavior among Senior High School Students

7	45	Medium
8	44	Medium
9	42	Medium
10	44	Medium
11	50	Medium
12	35	Low
13	47	Medium
14	54	Medium
15	50	Medium
16	57	High
17	46	Medium
18	58	High
19	52	Medium
20	37	Low
21	39	Low
22	49	Medium
23	42	Medium
24	50	Medium
25	41	Low
26	44	Medium
27	63	High
28	36	Low
29	53	Medium
30	53	Medium
31	54	Medium

Based on the results of the posttest, as many as 5 students (16.1%) were in the high category, 21 students (67.7%) were in the medium category, and 5 students (16.1%) were still in the low category. The results showed that most of the students experienced an increase in assertive behavior after following a classical tutoring service using the simulation game SIMBA CARD.

The change can also be seen from the increase in the average score of assertive behavior. The average pretest score was 24.35, while the average posttest score increased to 48.71. The average increase shows a change in students' ability to express their thoughts, feelings, and personal rights after receiving services, and is further supported by the fuller descriptive statistics in Table 3: the standard deviation nearly doubled from 3.59 (pretest) to 7.46 (posttest) alongside the mean increase, while the spread of individual scores also shifted upward, from a 16–32 range at pretest to a 35–65 range at posttest.

Table 3. Comparison of Average Pretest and Posttest Scores

SIKAPASERTIF					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	RENDAH	5	16,1	16,1	16,1
	SEDANG	21	67,7	67,7	83,9
	TINGGI	5	16,1	16,1	100,0
	Total	31	100,0	100,0	

Before hypothesis testing, a normality test is first carried out using the Shapiro-Wilk test to determine whether the data meets the assumption of normal distribution. The results of the analysis showed that the significance value of the pretest and posttest data was greater than 0.05 so that the data was distributed normally and qualified to be analyzed using parametric tests.

Table 4. Normality Test Results (Shapiro-Wilk)

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	,131	31	,189	,974	31	,641
POSTEST	,090	31	,200*	,981	31	,831

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Furthermore, hypothesis testing was carried out using paired samples t-test to determine the effectiveness of classical guidance services using the SIMBA CARD simulation game on students' assertive behavior.

Table 5. Paired Samples T-Test Test Results

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	24,3548	31	3,59211	,64516
	POSTEST	48,7097	31	7,46187	1,34019

Paired Samples Test								
Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper	t	df
Pair 1	PRETEST - POSTEST	-24,35484	8,35284	1,50021	-27,41868	-21,29099	-16,234	30
								Sig. (2-tailed)
								,000

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	PRETEST & POSTEST	31	-,022	,906

The test results showed a Mean Paired Difference value of -24.35484, a value of $t = -16.234$, and a significance value of 0.000. Significance values smaller than 0.05 indicate a significant difference between assertive behavior scores before and after treatment. Thus, an alternative hypothesis was accepted, so that classical guidance services using the SIMBA CARD simulation game were declared effective in developing assertive behavior of high school students.

Discussion

The statistical findings confirm that classical guidance utilizing SIMBA CARD significantly develops high school students' assertive behavior. The significant jump from a baseline mean of

Simulation-Based Assertive Cards (SIMBA Card): A Classical Guidance Intervention to Promote Assertive Behavior among Senior High School Students

24.35 to a post-intervention mean of 48.71 aligns with existing literature emphasizing that social skills such as assertiveness can be effectively trained and nurtured through systematic guidance interventions (Bariyyah, 2020; Bariyyah & Latifah, 2019). Independent evidence outside this line of research points in the same direction: Asif et al. (2021), studying adolescents in Pakistan, similarly found a significant pre-post improvement in social-emotional competence following assertiveness training, and Lepe-Salazar et al. (2024), evaluating a computer-based assertiveness serious game among Mexican high school students, likewise reported measurable gains in assertiveness, supporting the generalizability of guidance- and game-based approaches across different cultural and instructional contexts. Pretest observations highlighted widespread passive behavior among adolescents, driven by anxiety over peer rejection or social conflict—a condition that negatively impacts psychological well-being and heightens academic stress (Bariyyah et al., 2020; Bariyyah & Wahyuni, 2018).

The marked improvement post-treatment is consistent by factors such as maturation, repeated testing, or other concurrent experiences. SIMBA CARD engages students through active participation, peer interactions, and structured role-playing simulations (Bariyyah, 2018, 2019). As students process scenario cards, they evaluate alternative communication choices, receive peer and counselor feedback, and practice assertive expressions in a non-judgmental environment (Bariyyah et al., 2020; Bariyyah, 2021). This experiential cycle reinforces students' belief in their ability to handle social situations, directly strengthening their academic self-efficacy and self-affirmation (Bariyyah et al., 2021). Even so, five students (16.1%) remained in the low category after the intervention, suggesting that a short, group-based simulation game may not be equally effective for every student. This residual low-assertiveness group may reflect individual factors such as deeply rooted social anxiety, temperament, or limited peer support that a brief classical guidance intervention cannot fully address, and points to the need for supplementary, more individualized follow-up (e.g., small-group or individual counseling) for students who do not respond sufficiently to the classical format.

Furthermore, peer dynamics during the game sessions provided natural modeling and social encouragement. When peers demonstrated appropriate refusal or assertive opinion-sharing, other students felt empowered to adopt similar behaviors (Bariyyah et al., 2020). These results mirror prior findings by Fitriani et al. (2019) and Vivi (2018), who noted that simulation games boost self-confidence and interpersonal competence. In conclusion, SIMBA CARD serves as a highly practical, innovative, and impactful tool for school counselors delivering personal-social guidance in classical settings (Bariyyah, 2022).

Conclusion

This study shows that classical tutoring services using simulation games Simulation-Based Assertive Cards (SIMBA CARD) are effective in developing assertive behavior of high school students. Before receiving services, all students were in the category of low assertive behavior. After participating in the service, most students have increased to be in the medium and high categories. The results of the paired samples t-test also showed a significance value of 0.000 ($p < 0.05$), which indicates a significant difference between the score before and after treatment. The findings show that the use of simulation games in classical tutoring services is able to provide a learning experience that encourages students to be more courageous in expressing opinions, expressing their feelings appropriately, defending personal rights, and respecting the rights of others. Therefore, SIMBA CARD can be one of the innovative and effective service media to be used by guidance and counseling teachers in helping to develop students' social skills at school.

References

- Alberti, R. E., & Emmons, M. L. (2017). *Your perfect right: Assertiveness and equality in your life and relationships* (10th ed.). Impact Publishers.
- Asif, S., Bano, Z., & Sarwar, U. (2021). Effectiveness of assertive training in developing social-

emotional competencies among adolescents. *Pakistan Social Sciences Review*, 5(4), 58–70.

Aminudin, K. S. H. (2017). The effect of classical guidance on students' knowledge of the dangers of drug abuse. *Jurnal Bimbingan Konseling*, 6(1), 45–52.

Bariyyah, K. (2017). Internalisasi nilai-nilai asertivitas untuk mereduksi kecemasan sosial pada siswa sekolah menengah. *Jurnal Kajian Bimbingan dan Konseling*, 2(3), 105–112.

Bariyyah, K. (2018). Model layanan bimbingan klasikal berbasis permainan interaktif untuk meningkatkan partisipasi siswa. *Jurnal Bimbingan dan Konseling Pendidikan*, 3(1), 15–24.

Bariyyah, K. (2019). Keefektifan bimbingan kelompok dalam mengembangkan keterampilan komunikasi interpersonal peserta didik. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 5(2), 88–96.

Bariyyah, K. (2020). Pelatihan asertif (assertive training) untuk meningkatkan keberanian mengemukakan pendapat pada remaja. *Jurnal Konseling Indonesia*, 6(1), 30–38.

Bariyyah, K. (2021). Pengembangan media bimbingan berbasis kartu skenario dalam layanan pribadi-sosial di SMA. *Jurnal Penelitian Bimbingan dan Konseling*, 6(2), 112–120.

Bariyyah, K. (2022). Inovasi media bimbingan dan konseling dalam menjawab tantangan generasi Z di sekolah. *Jurnal Nusantara Bimbingan dan Konseling*, 5(1), 45–54.

Bariyyah, K., & Latifah, L. (2019). Kecerdasan emosi siswa ditinjau dari jenis kelamin dan jenjang kelas. *JPGI (Jurnal Penelitian Guru Indonesia)*, 4(2), 55–62.

Bariyyah, K., & Wahyuni, E. N. (2018). Apakah spiritualitas berkontribusi terhadap Kesehatan mental mahasiswa? *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, 4(1), 30–38.

Bariyyah, K., Hastini, R. P., & Sari, E. K. W. (2020). The effectiveness of peer-helping to reduce academic-stress of students. *Addictive Disorders & Their Treatment*, 19(4), 210–218.

Bariyyah, K., Ildil, I., Dewi, A. K., & Rangka, I. B. (2021). The College Academic Self-Efficacy Scale (CASES): An Indonesian validation to measure the self-efficacy of students. *Jurnal Kajian Bimbingan dan Konseling*, 6(2), 70–78.

Corey, G. (2016). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

Fitriani, V. Y., Wibowo, M. E., & Purwanto, E. (2019). The effectiveness of group guidance with simulation game techniques to improve student assertive behavior. *Jurnal Bimbingan Konseling*, 8(3), 140–145.

Hastini, R. P., Bariyyah, K., & Sari, E. K. W. (2021). Konseling realita untuk meningkatkan tanggung jawab belajar siswa. *Konselor*, 10(1), 25–33.

Kesitawahyuningtyas, M. T., & Padmomartono, S. (2014). Improving interpersonal communication through classical guidance services for grade X students of SMA Negeri 1 Getasan. *Satya Widya*, 30(2), 63–74.

Lepe-Salazar, F., Mejía-Romero, F., Benicio-Rodríguez, D., Hernández-Reyes, A., Nakajima, T., & Salgado-Torres, S. (2024). Game-based promotion of assertiveness to mitigate the effects of bullying in high school students: Development and evaluation study. *JMIR Serious Games*, 12, e58452.

Ministry of Education and Culture. (2016). *Operational guidelines for the implementation of guidance and counseling in senior high schools* (Panduan Operasional Penyelenggaraan Bimbingan dan Konseling SMA). Directorate General of Teachers and Education Personnel.

Moranita, Y., Kasih, F., & Putra, F. (2022). The effectiveness of group guidance by using brainstorming methods to improve assertive behavior with peers. *Journal of Education and Counseling*, 4(6), 1095–1101.

Nabilah, R., & Rosalina, E. (2019). The relationship between self-esteem and assertive behavior in

Simulation-Based Assertive Cards (SIMBA Card): A Classical Guidance Intervention to Promote Assertive Behavior among Senior High School Students

adolescents at SMA Negeri 5 Jambi City. *Jurnal Psikologi Remaja*, 2(1), 40–48.

Rathus, S. A., & Nevid, J. S. (1977). *Behavior therapy: Strategies for solving problems in living*. Doubleday.

Romlah, T. (2013). *Teori dan praktik bimbingan kelompok*. Universitas Negeri Malang Press. Stein, S. J., & Book, H. E. (2002). *The EQ edge: Emotional intelligence and your success*. Stoddart.

Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.

Suriani, N., Risnita, & Jailani, M. S. (2023). Konsep populasi dan sampling serta pemilihan peserta ditinjau dari penelitian ilmiah pendidikan. *Journal of IHSAN: Journal of Islamic Education*, 1(2), 24–36.

Vivi, V. (2018). Penggunaan permainan simulasi dalam bimbingan kelompok untuk meningkatkan kepercayaan diri siswa. *Jurnal Konseling dan Pendidikan*, 6(2), 89–95.

Wahyuni, E. N., & Bariyyah, K. (2020). Pengaruh kecemasan akademik terhadap kesejahteraan psikologis siswa di masa pandemi. *Jurnal Bimbingan dan Konseling Indonesia*, 5(2), 60–68.

Wibowo, M. E. (2019). *Konseling kelompok perkembangan*. UNNES Press.

Yusuf, S. (2017). *Psikologi perkembangan anak dan remaja*. Remaja Rosdakarya.

Zamroni, Z., & Bariyyah, K. (2022). Evaluasi program bimbingan dan konseling berbasis asesmen kebutuhan siswa SMA. *Jurnal Manajemen Bimbingan dan Konseling*, 4(1), 18–27.

Zubaidah, S. (2018). Keterampilan abad ke-21: Keterampilan yang diajarkan melalui pembelajaran. *Jurnal Pendidikan Biologi*, 2(2), 1–15.