



PROCEEDINGS

The 4th International Conference on Sustainable Innovation (ICoSI) 2020

Cutting Edge Innovations for Sustainable Development Goals

Universitas Muhammadiyah Yogyakarta (Indonesia)

October 13 - 14 2020

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Focal Conferences



- ✔ (ICPU) The 2nd International Conference on Pharmaceutical Updates
- ✔ (ICOMS) The 6th International Conference on Management Sciences
- ✔ (ICLAS) The 9th International Conference on Law and Society
- ✔ (ICMHS) The 4th International Conference Medical and Health Sciences
- ✔ (ICAF) The 6th International Conference for Accounting and Finance
- ✔ (ILEC) The 2nd International Language and Education Conference
- ✔ (ICONURS) The 2nd International Conference on Nursing
- ✔ (ICITAMEE) The 1st International Conference on Information Technology, Advanced Mechanical and Electrical Engineering
- ✔ (IConARD) International Conference on Agribusiness and Rural Development
- ✔ (ISHERSS) The 2nd International Symposium on Social Humanities Education and Religious Sciences
- ✔ (ICONPO) The 10th International Conference on Public Organization
- ✔ (DREAM) The 5th Dental Research and Exhibition Meeting
- ✔ (ICHA) The 5th International Conference on Hospital Administration
- ✔ (ICOSA) The 3rd International Conference on Sustainable Agriculture





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Preface by the Chairperson of the 4th ICoSI 2020



Dr. Yeni Rosilawati, S.IP. S.E., MM.

Assalamu'alaikum Wr. Wb.

All praise is due to Allah, the Almighty, on whom we depend for sustenance and guidance. Prayers and peace be upon our Prophet, Muhammad SAW, his family and all of his companions.

On behalf of the organizing committee, it is my pleasure and privilege to welcome the honourable guests, distinguished keynote & invited speakers, and all the participants.

With the main theme of “Cutting-Edge Innovations on Sustainable Development Goals (SDGs)”, the 4th International Conference on Sustainable Innovation (ICoSI) 2020 serves as a forum to facilitate scholars, policy makers, practitioners, and other interested parties at all levels from Indonesia and abroad to present their novel ideas, promote cutting-edge research, and to expand collaboration network. The conference has about 1373 participants participating from more than 8 countries 4 continents all over the world, making this conference a truly international conference in spirit.

This multidisciplinary conference was first held in 2012 and has undertaken various changes and adopted to the current technological trends of our education system. From having this conference with just 175 participants back in 2012 we have come a long way in making the conference a huge success with more than 1373 participants participating in this two-day conference.

Formerly, this conference consisted of only 9 (nine) focal conferences. This year, there are 14 focal conferences from various disciplines, namely: 1) The 2nd International Conference on Pharmaceutical Updates (ICPU), 2) The 6th International Conference on Management Sciences

(ICoMS), 3) The 9th International Conference on Law and Society (ICLAS), 4) The 4th International Conference Medical and Health Sciences (ICMHS), 5) The 6th International Conference for Accounting and Finance (ICAF), 6) The 2nd International Language and Education Conference (ILEC), 7) The 2nd International Conference on Nursing (ICONURS), 8) The International Conference on Information Technology, Advanced Mechanical and Electrical Engineering (ICITAMEE), 9) The 2nd International Conference of Agribusiness and Rural Development (IConARD), 10) The 10th International Conference on Public Organization (ICONPO), 11) The 2nd International Symposium on Social Humanities Education and Religious Sciences (ISHERSS), 12) The 5th Dental Research and Exhibition Meeting (DREAM), 13) The International Conference on Hospital Administration (ICHA), and 14) The 3rd International Conference on Sustainable Agriculture (ICoSA).

Accordingly, We are proud to announce that this year, the 4th ICoSI 2020 breaks the Museum Rekor-Dunia Indonesia (MURI) record as the Virtual Multidisciplinary Conference with the Largest Number of Area of Fields in Indonesia

In addition, this year, this conference holds special value since this is the first conference in the history of our university where the entire conference is taking place remotely on a digital platform through the use of advance technologies due to the Covid-19 Pandemic.

I would take this opportunity to express my highest respect to the Rector of Universitas Muhammadiyah Yogyakarta, Dr. Gunawan Budiyanto who gave approval and ensured the maximal support from all the faculty members of Universitas Muhammadiyah Yogyakarta (UMY) that made this event a big success. In addition, my appreciation goes to all the support teams who have provided their valuable support and advice from planning, designing and executing the program.

Let me conclude my speech by encouraging the delegates to participate with an increasing number in all the activities and discussions through the digital platforms for the next two days. I wish everyone a successful, safe, and fruitful conference.

Thank you!

Wassalamu'alaikum Wr. Wb.

Yogyakarta, Indonesia, 14 October 2020



Welcoming Remarks by the Rector of Universitas Muhammadiyah Yogyakarta



Assoc. Prof. Dr. Gunawan Budiyanto

Innovation is the beginning of the development of technology, and technology is a development machine that is expected to provide benefits to humans and provide the smallest possible impact on environmental quality. In the concept of sustainable development, development must improve the quality of human life without causing ecological damage and maintain the carrying capacity of natural resources.

International Conference on Sustainable Innovation (ICoSI) is an international conference which is an annual conference held by the University of Muhammadiyah Yogyakarta (UMY), Indonesia. In 2020 this raises the issue of "Cutting-Edge Innovations on Sustainable Development Goals." Therefore, on behalf of all UMY academics, I would like to congratulate you on joining the conference, hoping that during the Covid-19 Pandemic, we can still provide suggestions and frameworks for achieving sustainable development goals.

About The 4th International Conference on Sustainable Innovation (ICoSI) 2020

Cutting Edge Innovations for Sustainable Development Goals

The 2030 Agenda for Sustainable Development is enacted by the United Nations as a shared blueprint for peace and prosperity for people and the planet, now and into the future. It consists of strategies to improve health and education, reduce inequality, and spur economic growth while also conserving natures by 2030.

This year, however, at the first one-third of its timeline, the SDG Reports shows that the outbreak of COVID-19 did hinder the achievement, or at least decelerate the progress of achieving the 17 goals. In fact, according to the report, “some number of people suffering from food insecurity was on the rise and dramatic levels of inequality persisted in all regions. Change was still not happening at the speed or scale required”, accordingly.

Therefore, in this event of pandemic, the quantity and quality of research, innovation, and more importantly multi-disciplinary collaboration are indispensable. Furthermore, there needs to be clear ends of those works. That is how those research are applicable and benefits directly to the society. That is how those research is incorporated as the drivers of policy making, and used practically in the society. Hence, the stakeholders especially the triple helix of higher education institution, government, and industry must be re-comprehended and supported to reach the common goal of the SGD.

International Conference on Sustainable Innovation (ICoSI) has been essentially attempting to strengthen this regard since its first establishment. One of the goals of ICoSI is to provide primarily a platform where scholars, practitioners, and government could grasp the development and trends of research. Hopefully, meeting these actors altogether would result in stronger collaboration, sophisticated and advantageous research, and brighter ideas for further research. Based on these reasoning, this year, the 4th ICoSI 2020 UMY is themed ‘Cutting-edge Innovations for Sustainable Development Goals’.

Improving from last year conference which brought nine focal conference, this year ICoSI 2020 UMY brings 14 disciplines, from social sciences, natural sciences, and humanities. ICoSI 2020 received as much as 1005 papers. The paper works submitted in ICoSI 2020 UMY will be published in Atlantis Proceedings, IOP Proceedings, National/International Journals, and ICoSI ISBN-indexed Proceedings.

Nevertheless, ICoSI believes that publication is only the beginning of research dissemination. The publications will enhance the chance of the research known by wider audience, and then used, applied, and incorporated at either system, institutional, or personal level of human lives.



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TRACK ECONOMICS, LAW, EDUCATION, SOCIAL, AND HUMANITIES



The Effect of Assertive Behaviour Therapy towards Bullying Behavior in Adolescents

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ABSTRACT

Bullying impacts on the development and learning achievement in adolescent. The preliminary survey showed that students have committed acts of bullying like physical, mental, and cyber-bullying. This study identified the effect of assertive behavior therapy on changes in bully behaviour on adolescents. The research design was a pre post-test control group design. The subjects were 40 students which was divided into two groups (20 students in the control group and 20 students in the treatment group), and chosen by simple random sampling. The data collection used *The Aggression Bullying Scale*. The data analysis used descriptive analysis; paired t-test and independent t-test with SPSS 20. The data showed differences in pre-post test scores in the treatment group with $p=0.000$ ($\alpha \leq 0.005$) and there was a differences in post-test scores in the control and treatment groups with $p=0.000$ ($\alpha \leq 0.005$). The result showed that *Assertive Behavior Therapy* reduced bully behaviour in adolescents.

Keywords: *Adolescents, Assertive behavior therapy, Bullying*

1. INTRODUCTION

School is a suitable environment for children and adolescents' development to gain knowledge, skills, social and spiritual maturity, to exchange information, explore self-potential and hone a social sense for each learner to grow into a comprehensive mature of a human being. One of the Students' rights in school is to get a comfortable feeling. However, it could be a severe matter to reach proper maturity for students who have experienced poor treatment in the school. Incidents like physical and non- physical collisions may occur among students and teachers. As yet, bully behaviour has become a warm issue in schools. Several cases were found, as evidence that there was indeed violence and even bullying in the school environment [1]. The cases of bullying have been increasing in daily life even in education activity nowadays. Various methods are applied to minimize bullying incidences in schools. The National Commission on Child Protection likewise is urging schools to protect and pay more attention to their students.

Indonesian Child Protection Commission mentioned that Indonesia leads the high number of bullying cases in schools. They recorded 369 reports related to bullying cases in which 25% was in the education sector, namely 1,480 cases in 2018. The impacts due to bullying behaviour are various like being alone, crying, asking to change schools, also reducing children's concentration. The other impacts were also decreasing learning achievement, not wanting to socialize with others, being timid, anxious, lying, depressed, quiet, lacking enthusiasm, sensitive, getting offended, and also causing mental disorders [2]. Bullying activity affect not only the victim but also the perpetrator. The act of intimidation also has terrible consequences for victims,

witnesses, and even the perpetrators themselves [3].

The subjective norms related to the person's belief in what individuals or groups want someone to do is needed to understand [4]. The research conducted by Nadia [5] showed contrary that the subjective norms are not influential in a bullying behaviour because internal motivation is more dominant than the external motivation. Attitudes towards behaviour lead the children to the desired results and beliefs about what is in nature [4]. The Subjective norms support the notion that adolescents could reduce bullying behaviour with open-minded toward treatment, especially for those who are in the social pressure condition [6]. An appropriate Effort to overcome bullying behaviour can be done by giving continuous health education and counselling therapy like counselling, role- playing and redemonstrating of new behaviours. The intervention of *Assertive Behavior Therapy* is targeted in constructing readiness, importance, and self-confidence, which is successfully to change destructive behaviours to positive health behaviours.

The purpose of this study was to analyze the effect of *Assertive Behavior Therapy* on bully behaviour in adolescents.

2. METHOD

This research design was Pre Post-Test Control Group Design. There were two groups in this study, namely control group and treatment group. The treatment group used *Assertive Behavior Therapy*, while the control group used counselling and leaflets.

The population in this study were students in X Senior High School in Surabaya who had committed *bullies* by *simple random sampling*. The sample then divided into two

groups classified into even and odd numbers. Even numbers put into the control group while the odd numbers put into the treatment group.

The study conducted in April-June 2020. The study has been done in six weeks. This research has passed ethical clearance test. The pretest data collection is done in the first week, while the first to four sessions have done in the 2nd to 5th week. The post-test data collection has done in the 6th week. Each session held in one to two times meetings in a week using group discussion methods and personal counselling by trained therapist.

The independent variable was the provision of Assertive Behavior Therapy, consisting of four sessions. The dependent variable is bullying behaviour. The questionnaire used Aggression Bullying Scale theory by Orpinas (2003) covering 11 questions translated in Bahasa by certified translator after the tested showed $r=0,881$ ($\alpha>0,6$) indicates a valid and reliable result.

The results then tabulated and processed using statistical software. The analysis used the Paired T-Test and the Independent T-Test. Paired T-Test used to determine the difference in the pre-post scores of the treatment group and the control group. In contrast, the Independent T-Test used to determine the difference between the post-test scores of the control group and the post-test scores of the treatment group. This study used a significance level of $p < 0.005$.

3. RESULTS AND DISCUSSION

3.1. Results

Demographic Characteristics of Respondents

No	Characteristics	Control group		Treatment group		Total	
		Number (n)	Percentage (%)	Number (n)	Percentage (%)	Number (n)	Percentage (%)
1	Gender						
	Male	16	80	16	80	32	80
	Female	4	20	4	20	8	20
2	Average Age (year)	17.4		17.8		17.6	
3	Marital status of parents						
	Married	18	90	17	85	35	87.5
	Divorced	1	5	1	5	2	5
	Widower / Widow	1	5	2	10	3	7.5
4	Living with						
	Parents	20	100	19	95	39	97.5
	Grandmother / Grandfather	0	0	1	5	1	2.5
	Siblings	0	0	0	0	0	0
5	History of Domestic Violence						
	Seeing	10	50	13	65	23	57.5

Victims	2	10	4	20	6	15
Perpetrators	0	0	0	0	0	
None	8	40	3	15	11	27.5
6 Social support						
Yes	10	50	12	60	22	55
No	10	50	8	40	18	45
7 History of bullying						
Witness	20	100	20	100	40	100
Victims	18	90	15	75	33	82.5
Perpetrators	20	100	20	100	40	100

Table 1 shows that the causes of bullying related to the environment and gender. The table shows that respondents were in class XII with an average age of 17.6. Most of the respondents were male (n=32, 80%) and lived together with working parents who have experienced, seen and committed *bullying* behaviour. Most of the respondents have received punishment due to *bullying* (n=32, 80%), have seen and/or experienced domestic violence (n = 30, 75%) and some respondents did not get social support (n=18, 45%)

Cross Tabulation of Bully Behavior Scores In The Control And Treatment Group After Assertive Behavior Therapy Intervention

	Increases		Keep		Decreasing		Total N	Mean
	N	%	n	%	N	%		
Control	7	35	3	15	10	50	20	25.75
Treatment	0	0	0	0	20	100	20	28.38

Paired t-test pre-post control group p = 0.481
Paired t-test pre-post treatment group p = 0.000
Independent t test post-post control group & treatment p = 0.000

Table 2 shows that the majority of the control group respondents who did not get Assertive Behavior Therapy training experienced a decrease score in the bully behaviour, namely ten people (50%). All treatment group respondents who received Assertive Behavior Therapy treatment experienced a decrease in the bully behaviour score (100%). The results of the Paired T-Test; pretest and post-test scores in the control group showed $p=0.481$ ($p<0.05$) indicates no difference between the pretest and post-test scores.

The results of the Paired T-Test; pretest and post-test scores in the treatment group showed a value of $p=0.000$ ($p<0.05$) indicates a difference between pretest and post-test scores.

Assertive Behavior Therapy shows the bully behaviour score between the control and treatment groups using the Independent T-test showed the results of $p=0.000$ ($p<0.05$) that indicates a difference between the control group and the treatment group. The results of both statistical tests show the differences on resulting the research hypothesis. The research hypothesis then accepted in affecting bully behaviour in adolescents.

3.2. Discussion

Assertive Behavior Therapy is effective in reducing bullying behaviour in adolescents. This evidence is supported by the statistical results of the post-test data on the treatment group. Assertive Behavior Therapy consist of three training components. There were skill training techniques, anxiety reduction and cognitive restructuring procedures. The respondents known experienced a decrease in bullying behaviour. Respondents also experienced gradual behaviour change, starting during the learning process, from receiving information and input. Respondents then invited to improve their intrapersonal relationships by accepting past realities and increasing motivation and efforts to carry out new, fun and useful activities. Respondents were able to improve interpersonal communication with therapists and peers during counselling to explore feelings and emotions constructively. This is expected to reduce hate speech and swearing on adolescents [7].

The findings of this study are in line with the study conducted by Boket (2016), that showed that Assertive Skill Training (AST) is effective in reducing verbal victimization in high school students in Iran. The implementation of Assertive Skill Training is appropriate to increase knowledge, belief, self-esteem, self-efficacy and assertiveness in individuals to reduce negative attitudes and create mutually respectful communication. The high assertive individuals can significantly reduce conflicts and struggles in interpersonal situations and the underlying sources of stress [8]. Townsend (2009) mentioned that assertive behaviour improves the quality of human relationships where individuals can act best, increase feelings for the better, reduce anxiety, express feelings comfortably and honestly without obstruction and exercise personal rights without disturbing or denying things. Assertive Behavior Therapy help to change perceptions to have better emotions and build self-confidence [9]. Wolpe (1969) also stated that Assertive Behavior Therapy is a suitable treatment for people who experienced difficulties in interpersonal situations [10].

From respondents characteristic data showed they have seen and/or experienced domestic violence. Abusive experiences, for example, may teach the victim that people are dangerous, ultimately leading to paranoid ideation and the appraisal of normal events as threatening. This can create traumatic experiences and an increased risk of bullying behavior. Physical abuse and exposure to domestic violence may be common risk factors for the development of bullying behavior [11]. After participating in Assertive Behavior Therapy, respondents were able to restructure their cognitive to be more positive. The positive response of the respondents in receiving information and input from the therapist showed the increasing of assertiveness. Respondents are willing to share personal problems, feelings and unfulfilled demands. The strong ability can be continued to increase along with the provision of Assertive Behaviour Theory regularly, and the provision of information related to bullying behaviour, both the latest types of bullying, the

risks or dangers that may arise and the diversion before bullying is more positive. The Assertive Behavior Therapy implementation is a significant effort to improve cognitive, affective and psychomotor for bullies compared to conventional handling efforts [8]. The school can personally encourage the students who have a tendency on bullying activity in creating necessary environment.

4. CONCLUSION

Assertive Behavior Therapy is an effective way of reducing bullying behaviour in adolescents in X senior high school in Surabaya. Adolescents known have a better comprehension of the importance of assertive behaviour when communicating and behaving towards peers and others.

5. SUGGESTION

Assertive Behavior Therapy can be adopted in schools program to reduce bullying behaviour in adolescents. *Assertive Behavior Therapy* is expected to lead adolescents to have positive manner while interacting with others. For further study, the researcher could develop research about *Assertive Behaviour* on bullied victims in one therapy group simultaneously.

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