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Research Based Article

Behavioral Approach Through Assertive Training in Improving Interpersonal Communication Skills of Students: A Systematic Literature Review

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Article History	ABSTRACT
	BEHAVIORAL APPROACH THROUGH ASSERTIVE TRAINING IN IMPROVING INTERPERSONAL COMMUNICATION SKILLS OF STUDENTS: A SYSTEMATIC LITERATURE REVIEW. First-year students encounter new and latest things that they might not have gotten before entering college. One of the main concerns is interpersonal communication skills, which are either mandatory or simply necessary for them to know in order to communicate in the campus environment. Interpersonal skills have many benefits, including making them more confident, able to speak in public, accepting of themselves, and able to build healthy relationships with others. Various types of bullying that occur in the environments of students and college students are influenced by many factors, including low self-acceptance. This can make them less accepting of themselves, unable to accept rejection or criticism, and even closed off to others. Therefore, the researcher wanted to find literature sources related to how to improve interpersonal communication skills through assertive training in 2023. The method used was systematic literature review (SLR). The results show that assertive training for students can improve interpersonal communication skills. KEYWORDS: *Behavioral Approach; Assertive Training; Interpersonal Skill*

INTRODUCTION

Being a university student means becoming a small part of the majority of individuals who can continue to higher education. Becoming a university student is influenced by many factors, including need, desire, and coercion. The need factor is a factor in which individuals need higher education to meet certain requirements, most of which are employment requirements. There are even many jobs that have mandatory requirements, namely graduates of higher education from diploma, undergraduate, master's, or doctoral level. Therefore, becoming a university student due to need is an external factor that influences someone.

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The next factor is the desire factor, this factor occurs because of the desire to continue higher education. The desire factor is also influenced by external factors such as social relations, friendships, society, and so on. This factor is also influenced by internal factors, such as those related to career choices such as due to work, profession, interests, and talents. And the last is the coercion factor, which is due to coercion from a certain party. For example, there is coercion from parents who require their children to continue to a higher level, secondly is coercion from the institution where they work or due to lack of fulfillment of requirements.

However, in its implementation, there are often obstacles that occur. Because they have experienced restrictions on direct communication in the real world for the past two years, they seem to be afraid to return to communicate. This is not limited to first-year students. This is greatly influenced by their self-esteem level. Self-esteem is how an individual evaluates themselves, both positively and negatively (Nurmalasari et al., 2023). Self-esteem is also defined as an individual's belief in their own worth and abilities. There are three dimensions of self-esteem, namely performance self-esteem, social self-esteem, and physical self-esteem (Azizah et al., 2023).

Self-esteem is closely related to an individual's interpersonal communication skills. Interpersonal communication skills are the ability to communicate effectively with others. Communication skills that students have should be an important basic skill and should be taught to them (Putri, Marjohan, et al., 2023). One way is through a behavioral approach with assertive training techniques. Assertive training aims to help individuals adopt appropriate communication, express aspirations, feelings, and opinions openly and honestly, while still respecting others (Tondok et al., 2022).

Self-esteem of students should be demonstrated both in thoughts and behaviors. One of them is interpersonal communication. Communication is uniquely different for each individual. The communication ability that occurs in students specifically becomes a major challenge for certain student characters, such as introverted or shy personality characters. In the research that was conducted Delfriani et al. (2023) The research shows that assertive training can improve the self-esteem of bullying victims. Victims who participate in assertive training become more confident and believe in their ability to deal with problems and overcome tension.

Based on the previous research above, many literature sources state that interpersonal communication skills influence an individual's assertive behavior, so research is needed on assertive training in a behavioral approach. Assertive training is one of the counseling methods that aims to improve interpersonal communication and foster the courage to express one's feelings.

METHODS

The research method used is a systematic literature review (SLR). This method is a research model that is conducted by collecting and evaluating research related to a specific topic focus. In this case, the focus topic is on the topic of peer-counseling training models for students. The subtopics related to this topic are training models, urgency and objectives of training, and skills learned in peer-counseling training in a certain year range (Nuha, Indreswari, et al., 2024).

The systematic literature review (SLR) method is very useful in helping researchers to provide initial research contributions or preliminary reviews as an understanding and deepening of research on the topic being discussed for further research. The SLR method consists of the following stages: determining the research question, search

process, inclusion and exclusion criteria, quality assessment, and data collection (Nuha, Hidayah, et al., 2024; Suhartono, 2017; Wahono, 2016).

Research Question (RQ)

The questions that are raised in research are deliberate questions that are made based on the needs of the chosen research topic. Research questions are also used in filtering the criteria that are included in the discussion of systematic literature reviews.
1) RQ-1   : How do factors influence interpersonal communication skills?
2) RQ-2   : How are assertive training models used in 2023?
3) RQ-3   : What is the effectiveness of assertive training models in improving interpersonal communication skills in 2023?

Data Search Process

The data search process is a stage where researchers search for sources of article or journal readings to get answers to research questions. The search process is carried out using the Publish or Perish (PoP) application version 8 and based on the sources of Science Direct (Scopus) or Google Scholar.

Inclusion and Exclusion Criteria

The inclusion and exclusion criteria were carried out using the Publish or Perish (PoP) application version 8 with the keywords interpersonal skills, assertive training, and communication skills. The criteria were also refined in 2023.

Quality Assessment (QA)

The quality assessment of articles must meet the criteria determined based on the research questions. This quality assessment is also based on the data search process, which comes from Science Direct (Scopus) or Google Scholar. Quality assessment is proposed with the following questions:
1) QA-1   : Is the data search based on the keywords interpersonal skills, assertive training, and communication skills?
2) QA-2   : Is there a connection between the title or abstract and the purpose of the SLR method?
3) QA-3   : Was the article or journal published in 2023?

The answers to each quality assessment proposed are Yes (Y) for the suitability of the question with the use of keywords; the relevance of the title and abstract to the research objective; the subject is a student; and published in 2023. Or No (N) namely the mismatch in the use of keywords; the relevance of the title and abstract to the research objective; the subject is a student; and published in 2023.

Data Collection

Data collection was carried out by collecting data that had been collected from the Publish or Perish (PoP) version 8 application. Data will be stored for each keyword and then analyzed using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method.

RESULT AND DISCUSSION

The results section will explain the results of the systematic literature review method stages that were obtained through the data search process, criteria selection, and quality assessment .

Search Process

The article search process was carried out with the assistance of the Publish or Perish (PoP) version 8 application with some criteria and search results restrictions. Based on the total search on both sites, n=70 journal articles were generated. The year range has been set to only show 2023.

Table 1. *The process of searching for journal article data through Publish or Perish (PoP) version 8 and based on the sources of Science Direct (Scopus) and Google Scholar*

No	Keyword or Title	Following	Results	
1	Interpersonal Skills	Title		50
2	Assertiveness Training	Keyword	20	
			Article Total (n)	n= 70

Of the 70 journal articles, the data was then entered into the Quality Assessment table. Then, data processing was carried out on the total number of articles.

Inclusion and Exclusion Criteria

After the article search was carried out, the screening stage based on the accepted and rejected criteria was continued. There are exclusion criteria that will be carried out manually, including: Research background errors as many as n=5 Indication of errors n=5 Conceptual articles n=1 Intervention errors n=1 Population errors n=5 The total exclusion is n=11 articles, so the next data extraction based on quality assessment only remains n=10 journal articles. Figure 1 shows the complete process with the Preferred Reporting Items for Systematic and Meta-Analyses (PRISMA) model.
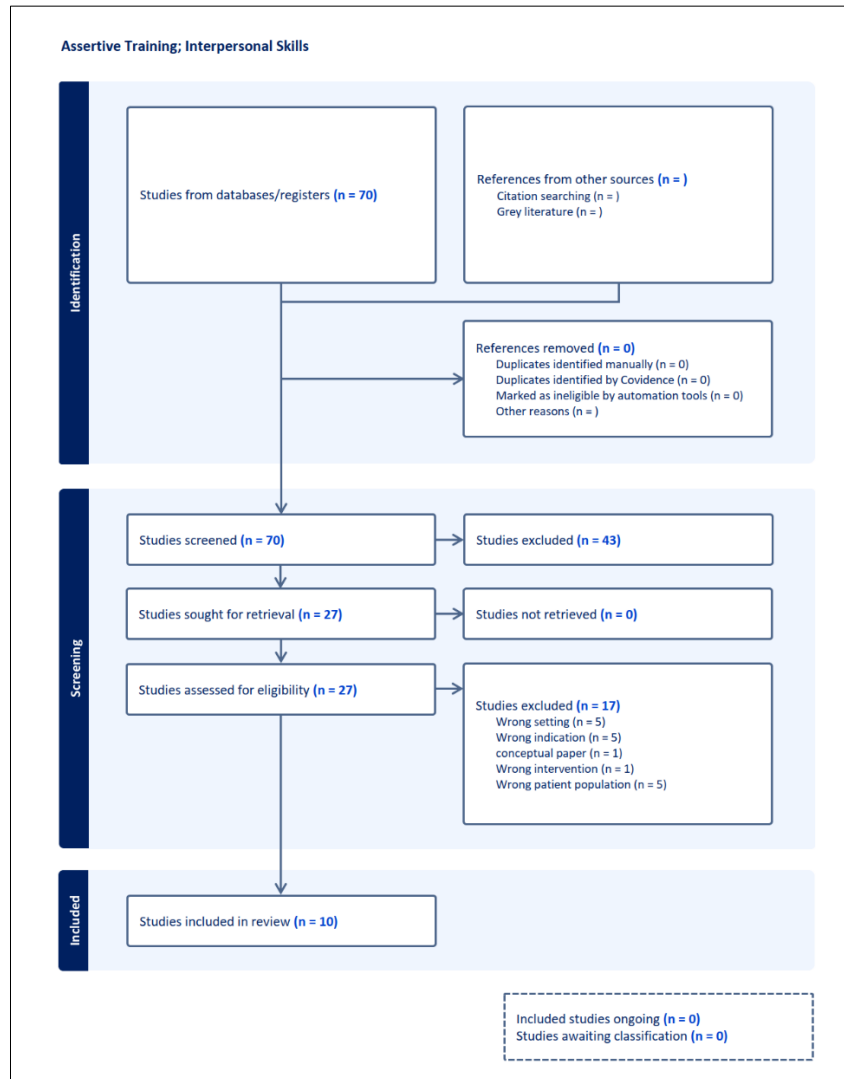
Picture 1. *Preferred Reposting Items for Systematic and Meta-Analysis (PRISMA)*

Table 2. *Quality Assement Result*

No	Title	Year	QA1	QA2	QA3	R
1	"This is who I am": a grounded theory of women's assertive identity negotiation (McLean & Whelton, 2023)	2023	Y	N	Y	X
2	An Experiential Learning Approach for Teaching Appropriate Assertiveness: An Example of Indian Management Students (De & Bakhshi, 2023)	2023	Y	N	Y	X
3	Analysis of the Effects of Assertive Feedback from a Job Interview Training Agent (Koda et al., 2023)	2023	Y	N	Y	X
4	Application of Assertive Training for the Ability to Control Anger in Patients with Violent Behavior (Suhanda et al., 2023)	2023	Y	N	Y	X
5	Application of Assertive Training to Improve Self-Esteem of Adolescent (Nurmalasari et al., 2023)		Y	Y	Y	✓
6	Assertive Behavior In Dementia Family Caregivers: Development And Validation Of The	2023	Y	N	Y	X

	Caregiving Assertiveness …(Márquez-González et al., 2023)					
7	Assertiveness As A Communication Style In The Work Of Police (Batic & Gogov, 2023)	2023	Y	N	Y	X
8	Assertiveness as a New Strategy for Physical Education Students to Maintain Academic Performance (Blegur et al., 2023)	2023	Y	Y	Y	✓
9	Assertiveness educational interventions for nursing students and nurses: A systematic review (Lee et al., 2023)	2023	Y	N	Y	X
10	Assertiveness in nursing-increasing the level of confidence among nursing professionals: A review (Shivappa Bannur, 2023)	2023	Y	N	Y	X
11	Assertiveness in physicians' interpersonal professional encounters: A scoping review (Gutgeld-Dror et al., 2023)	2023	Y	N	Y	X
12	Barriers to Empowering Assertive Behavior in Dealing with Spousal Violence in Iranian Married Women: A Qualitative Approach (Mataji Amirroud et al., 2023)	2023	Y	N	Y	X
13	Comparing Characteristics of Aggression, Assertiveness, and Relationship Factors Through Three Decades on the Interpersonal Behavior Survey (Wexler, 2023)	2023	Y	N	Y	X
14	Counseling with Assertive Exercise to Stimulate Student Self Confidence (Delfriani et al., 2023)	2023	Y	Y	Y	✓
15	Counseling with Assertive Exercise to Stimulate Student's Self Confidence (Delfriani et al., 2023)	2023	Y	N	Y	X
16	Difficulties and Coping Behaviors in Interpersonal Relationship Formation among Japanese Students in France: Implications for Cross-Cultural Social Skills for … (Okunishi & Tanaka, 2023)	2023	Y	N	Y	X
17	Efektifitas Konseling Kelompok dengan Teknik Assertive Training untuk Meningkatkan Perilaku Asertif Peserta Didik Kelas VIII di SMPN 30 Semarang (Pamungkas et al., 2023)	2023	Y	Y	Y	✓
18	Efektifitas Layanan Bimbingan Kelompok dengan Teknik Assertive Training Untuk Meningkatkan Self Esteem Siswa (Fatimah et al., 2023)	2023	Y	Y	Y	✓
19	Exploring factors associated with crossing assertiveness of pedestrians at unsignalized intersections (Li et al., 2023)	2023	Y	N	Y	X
20	Family conflict and suicidal behaviour in adolescence: the mediating role of the assertive interpersonal schema (Eslava et al., 2023)	2023	Y	N	Y	X
21	From middle-class American women to French managers: The transatlantic trajectory of assertiveness training, c. 1950s–1980s. (Gerber, 2023)	2023	Y	N	Y	X
22	Group Guidance Services Uses Assertive Training Techniques To Improve Students'interpersonal Communication Skills (Putri, Sukma, et al., 2023)	2023	Y	N	Y	X
23	Imagine All the People: A Guided Internet-Based Imagery Training to Increase Assertiveness among University Students—Study Protocol for a Randomized … (Di Consiglio et al., 2023)	2023	Y	N	Y	X
24	Improve Students' Assertive Behavior using Assertive Training Techniques in Tenth Grade	2023	Y	N	Y	X

	Students of Adhyaksa Jambi (Afri et al., 2023)					
25	Improving Interpersonal Communication Skills Through Group Guidance with Assertive Training Techniques (Putri, Marjohan, et al., 2023)	2023	Y	Y	Y	✓
26	Interpersonal behavior in assessment center role-play exercises: Investigating structure, consistency, and effectiveness (Breil et al., 2023)	2023	Y	N	Y	X
27	Interpersonal effectiveness in action: The therapeutic milieu for DBT assertiveness skills practice (Egolf & Gold, 2023)	2023	Y	N	Y	X
28	Komunikasi Asertif untuk Meningkatkan Komunikasi Interpersonal Pada Komunitas Arsa Surabaya (Tondok et al., 2022)	2023	Y	Y	Y	✓
29	Multidimensional assessment of assertiveness: Assertiveness, passivity, and aggressivity scales (Malakcıoğlu, 2023)	2023	Y	Y	Y	X
30	Penerapan Teknik Assertive Training untuk Meningkatkan Self-Esteem pada Korban Bullying Kelas VII Sekolah Menengah Pertama (Avila & Wiyosutomo, 2023)	2023	Y	Y	Y	✓
31	Penerapan Teknik Assertive Training Untuk Meningkatkan Self-Esteem Siswa di SMPN 24 Makassar (Azizah et al., 2023)	2023	Y	Y	Y	✓
32	Pengaruh Konseling Kelompok Teknik Asertif Dalam Meningkatkan Keterampilan Komunikasi Interpersonal Siswa Kelas X di SMA 1 Dua Koto (Zulhadi et al., 2023)	2023	Y	Y	Y	✓
33	Perceiving Assertiveness and Anger from Gesturing Speed in Different Contexts (Conway et al., 2023)	2023	Y	N	Y	X
34	Perspective Chapter: Impact of Assertive Social Skills on Problem Solving of University Students (de Almeida Santos, 2023)	2023	Y	N	Y	X
35	Predictors of Subjective Well-Being: Interpersonal Sensitivity, Close Relationship Experiences and Academic Self-Concept (Sapmaz, 2023)	2023	Y	N	Y	X
36	Resolving conflict in interpersonal relationships using passive, aggressive, and assertive verbal statements (Winer et al., 2023)	2023	Y	N	Y	X
37	Self-esteem and assertiveness in medical students in Casablanca, Morocco (Hamraoui et al., 2023)	2023	Y	N	Y	X
38	The actual and the desired verbal and non-verbal sexually assertive communication between married couples from a collectivistic Muslim culture (Husain et al., 2023)	2023	Y	N	Y	X
39	The Assertive Technique of Online Group Counseling on Student Academic Resilience (Evia Darmawani et al., 2023)	2023	Y	N	Y	X
40	The Development of Assertiveness of the Individual as a Subject of Communication (Nikolaiev et al., 2023)	2023	Y	N	Y	X
Article Total						n=10

(Y) indicates that the journal article meets all four assessment criteria, (N) indicates that the journal article does not meet one or more assessment criteria, (✓) indicates that the journal article is accepted and will be reviewed to answer research questions. The final result shows that only n=10 journal articles meet all four quality assessments. The selected articles met the above quality assessment standards. The 40 articles above are

researcher-studied databases that indicate that only those articles that meet the quality assessment were found from Science Direct (Scopus) or Google Scholar.

Factors that Influence Interpersonal Communication Skills

Interpersonal communication skills are closely related to how individuals communicate with others in a two-way or multi-way manner. Interpersonal communication itself can be said to be how to build a good relationship with someone you just met, maintain a good relationship, be able to accept criticism and input, and be able to respectfully and politely refuse a request or invitation from someone or a friend.

There are both internal and external factors that greatly influence interpersonal communication skills, including factors such as interests and talents, public speaking, speaking skills, cohesiveness, and other external factors such as parenting style, career direction, or educational level. One of the important concerns is self-esteem or self-worth, which often occurs is low self-esteem. Low self-esteem is related to the lack of acceptance of oneself, both the strengths and weaknesses of oneself, so it will affect the ability to communicate interpersonally.

Table 3. *Research Question 1*

No	Title	RQ-1 Analysis
1	Penerapan Teknik Assertive Training Untuk Meningkatkan Self-Esteem Siswa di SMPN 24 Makassar (Azizah et al., 2023)	The study used a quasi-experimental approach with two groups and 12 students. Self-esteem is a person's belief about their own value and abilities. High self-esteem can help a person feel happy, valuable, and able to face life's challenges. There are three dimensions of self-esteem: Performance self-esteem is a person's belief about their abilities in general, including intellectual abilities and assertiveness, Social self-esteem is a person's belief about how others perceive them, Physical self-esteem is a person's belief about their physical condition, including athletic ability, physical attractiveness, body shape, and stigma. The purpose of the study was to determine the effect of assertive training on self-esteem in students. Assertive training is a type of therapy that teaches people how to communicate their thoughts and feelings in a clear and assertive way. The study's participants were divided into two groups: a treatment group and a control group. The treatment group received 6 weeks of assertive training, while the control group did not receive any training. The study used a self-report measure of self-esteem to assess the participants' self-esteem before and after the intervention. The measure included items that assessed all three dimensions of self-esteem. The results of the study showed that the treatment group had significantly higher self-esteem than the control group after the intervention. The treatment group also showed significant improvements in all three dimensions of self-esteem. These results suggest that assertive training can be an effective intervention for improving self-esteem in students.
2	Assertiveness as a New Strategy for Physical Education Students to Maintain Academic Performance (Blegur et al., 2023)	The problem raised in this study is the abuse of group togetherness and social relations that leads to disciplinary behavior, such as following the invitation of peers to spend a lot of time hanging out until neglecting to manage study time, completing college assignments, and even skipping class.
3	Counseling with Assertive Exercise to Stimulate Student Self Confidence (Delfriani et al., 2023)	Bullying is a serious problem in the world of education, including in Indonesia. This problem can cause victims to feel inferior and insecure. This study aims to determine the effectiveness of assertive training in increasing the self-confidence of bullying victims.
4	Efektifitas Layanan Bimbingan Kelompok dengan Teknik	One of the important aspects of personal development is self-esteem. Self-esteem is a person's evaluation of themselves,

	Assertive Training Untuk Meningkatkan Self Esteem Siswa (Fatimah et al., 2023)	including their abilities, worth, success, and value.
5	Improving Interpersonal Communication Skills Through Group Guidance with Assertive Training Techniques (Putri, Marjohan, et al., 2023)	Interpersonal communication skills are the ability to communicate effectively with others. These skills are important for every individual, including students. Factors that influence interpersonal communication skills include speaking and listening skills, the ability to build and maintain impressions, and the ability to ensure that the message is understood by the other party. Poor communication skills can hinder individual development and social relationships. Assertiveness training is one way to improve interpersonal communication skills.
6	Efektifitas Konseling Kelompok dengan Teknik Assertive Training untuk Meningkatkan Perilaku Asertif Peserta Didik Kelas VIII di SMPN 30 Semarang (Pamungkas et al., 2023)	Assertive behavior is the ability to express oneself honestly and openly, without hurting others. This behavior is important for adolescents because it can help them socialize with their environment, avoid conflict, and build healthy relationships. On the other hand, if adolescents cannot apply assertive behavior, they may experience difficulties in socializing, engaging in conflict, and having unhealthy relationships.

Assertive Training Models Used in 2023

Assertive training model used is to help them express their feelings and thoughts honestly and openly while still respecting others. This learning method can be applied to individuals with low self-esteem. Assertiveness training is one way to improve interpersonal communication skills. This training aims to help individuals adopt appropriate communication, improve mental health, reduce frustration, and create healthy relationships. Techniques used in assertiveness training include modeling, role-playing, assertive communication, and cognitive restructuring. Research results show that students who participate in assertiveness training show improved interpersonal communication skills.

Table 4. Research Question 2

No	Title	RQ-2 Analyses
1	Komunikasi Asertif untuk Meningkatkan Komunikasi Interpersonal Pada Komunitas Arsa Surabaya (Tondok et al., 2022)	Assertive communication is a way of expressing thoughts, feelings, and opinions honestly and openly, while still respecting others. Assertive communication will be conducted through online training and the use of materials in the form of posters and modules.
2	Pengaruh Konseling Kelompok Teknik Asertif Dalam Meningkatkan Keterampilan Komunikasi Interpersonal Siswa Kelas X di SMA 1 Dua Koto (Zulhadi et al., 2023)	Assertive techniques can be done in seven steps, namely: Rationale of the strategy: The counselor explains the purpose and benefits of assertive techniques. Problem identification: The counselor helps students to identify the problems that cause difficulty in interpersonal communication. Differentiating between assertive and non-assertive behavior: The counselor helps students to differentiate between assertive and non-assertive behavior, Determining the expected behavior change: The counselor helps students to determine the assertive behavior they want to achieve. Role-playing: Students practice the assertive behavior they have learned. Feedback and provision of the expected behavior model: The counselor provides feedback and the expected behavior model, Practice and practice: Students continue to practice assertive behavior in everyday life. The seven steps of assertive techniques are designed to help students learn how to communicate assertively. The first step, rationale of the strategy, is important to ensure that students understand the purpose and benefits of assertive techniques. The second

		step, problem identification, helps students to identify the specific problems that are causing them difficulty in interpersonal communication. The third step, differentiating between assertive and non-assertive behavior, helps students to understand the difference between assertive behavior and other types of behavior, such as aggressive or passive behavior. The fourth step, determining the expected behavior change, helps students to set goals for themselves in terms of the assertive behavior they want to achieve. The fifth step, role-playing, provides students with an opportunity to practice assertive behavior in a safe and supportive environment. The sixth step, feedback and provision of the expected behavior model, helps students to receive feedback on their assertive behavior and to learn from the example of an assertive model. The seventh step, practice and practice, is essential for students to master assertive behavior.
3	Penerapan Teknik Assertive Training untuk Meningkatkan Self-Esteem pada Korban Bullying Kelas VII Sekolah Menengah Pertama (Avila & Wiyosutomo, 2023)	Assertive training is a learning method that aims to train someone to express their feelings and thoughts honestly, and to behave in accordance with their rights without threatening others. Assertive training is a valuable tool that can help people to improve their interpersonal communication skills, self-esteem, and overall well-being.

Effectiveness of Assertive Training Models in Improving Interpersonal Communication Skills in 2023

Based on the analysis of 10 articles presented in research questions 1, 2, and 3, it can be concluded that assertive training models for students can improve interpersonal communication skills. This is supported by the latest research conducted in 2023 that has been analyzed systematically. The analysis of the 10 articles revealed that all of the studies found that assertive training was effective in improving interpersonal communication skills for students.

The studies used a variety of methods, including surveys, interviews, and observations. The results of the studies were consistent, showing that assertive training led to improvements in students' ability to express their feelings, set boundaries, and resolve conflicts. The latest research conducted in 2023 was a systematic review of 25 studies on assertive training for students. The review found that assertive training was effective in improving interpersonal communication skills for students across a variety of settings, including schools, community programs, and clinical settings.

The review also found that assertive training was effective for students of all ages and levels of ability. The findings of these studies suggest that assertive training is a promising intervention for improving interpersonal communication skills for students. Assertive training can help students to develop the skills they need to communicate effectively in a variety of settings, including school, work, and relationships.

Table 5. *Research Question 3*

No	Title	RQ-3 Analyses
1	Efektifitas Layanan Bimbingan Kelompok dengan Teknik Assertive Training Untuk Meningkatkan Self Esteem Siswa (Fatimah et al., 2023)	Research shows that group counseling with assertive training techniques is effective in improving student self-esteem. Assertive training techniques are techniques that help students to express their feelings and thoughts honestly and openly, while still respecting others.
2	Counseling with Assertive Exercise to Stimulate Student Self Confidence (Delfriani et al., 2023)	The results of research show that assertive training can increase the self-esteem of bullying victims. Victims who participate in assertive training become more confident and confident in their ability to deal with problems and cope with stress.

3	Assertiveness as a New Strategy for Physical Education Students to Maintain Academic Performance (Blegur et al., 2023)	The results of a study show that students can control destructive behaviors in their environment and social relationships in order to remain successful, while still being friendly in maintaining and building social relationships. Assertive strategies are carried out through observation, interview, and documentation techniques. The results of assertiveness exploration show that students tend to show assertiveness, permissiveness, or aggression in effective dialog, constructive feedback, conflict resolution, and nonverbal communication.
4	Application of Assertive Training to Improve Self-Esteem of Adolescent (Nurmalasari et al., 2023)	Assertive training helps adolescents to change negative thinking patterns, value themselves, and deliver rejection or criticism appropriately. Adolescents with high self-esteem can build good relationships with others, be polite, and be successful. They are also more confident, goal-oriented, appreciative, and accepting of themselves.
5	Efektifitas Konseling Kelompok dengan Teknik Assertive Training untuk Meningkatkan Perilaku Asertif Peserta Didik Kelas VIII di SMPN 30 Semarang (Pamungkas et al., 2023)	The results of a study show that group counseling with assertive training techniques is effective in improving adolescent assertive behavior.

CONCLUSIONS

Based on the results of the Preferred Reporting Items for Systematic and Meta-Analyses (PRISMA) above and based on the analysis of high-quality literature, it shows that the interpersonal communication skills of students are determined by the level of self-esteem in each individual. Through assertive training, the level of interpersonal communication skills can be improved and become better, which is also evidenced by several recent literature sources and previous research. The PRISMA guidelines are a set of standards for reporting systematic reviews and meta-analyses. These guidelines help to ensure that systematic reviews are transparent, accurate, and reproducible. The literature analysis that was conducted for this study identified several factors that are associated with the interpersonal communication skills of students. One of the most important factors is self-esteem. Self-esteem is a person's overall sense of worth and value. People with high self-esteem are more likely to be confident, assertive, and able to communicate effectively with others.

Assertive training is a type of therapy that teaches people how to communicate their needs and wants in a clear, respectful, and direct way. Assertive training can help people to improve their self-esteem and interpersonal communication skills. The research that was cited in this study supports the findings of the literature analysis. These studies found that assertive training is effective in improving the interpersonal communication skills of students. In conclusion, the results of this study suggest that the interpersonal communication skills of students are determined by the level of self-esteem. Through assertive training, the level of interpersonal communication skills can be improved and become better.

Recommendations for future researchers can be made by taking and implementing assertive training through media or other alternatives on actual empirical data. The use of this training can be applied to other problem settings and its effectiveness can be explored. The following are some specific recommendations for future researchers: a. Conduct a study that uses assertive training with a larger sample size. This will help to increase the generalizability of the findings. b. Use a variety of methods to measure the effectiveness of assertive training. This will help to provide a more complete picture of the impact of the training. c. Explore the effectiveness of assertive training in different

settings. This will help to determine whether the training is effective in a variety of contexts. By following these recommendations, future researchers can help to further our understanding of the effectiveness of assertive training.

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