Strengthening Interpersonal Communication Skills Using Assertive Training Techniques in Group Guidance of Students

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Humans as social beings cannot be separated from interaction. The method used is by communicating. Along with the development of the era, students are required to have superior character provisions for their future. Interpersonal communication can be used as a provision for students' character in fulfilling their development process and having the ability to establish positive relationships in their social environment. In adolescence, students experience interpersonal communication problems. Efforts that can be made to help students build interpersonal communication are by applying assertiveness skills. By having assertiveness skills, students can overcome interpersonal, emotional problems, and make decisions in managing their lives and carry out appropriate behavior. The purpose of writing this article is (1) to describe the urgency of interpersonal communication skills and assertiveness training for students; (2) the urgency of assertiveness training in students' interpersonal communication; (3) to find the configuration of assertiveness training techniques in guidance and counseling services; (4) to construct group guidance with assertiveness training techniques in improving students' interpersonal communication skills. The results of the study obtained were then used in formulating the concept of implementing group guidance with assertiveness training techniques to help students' communication skills according to their developmental stage. The research method used is a literature review using 15 appropriate articles. Based on the results of the literature review obtained, it is concluded that group guidance with assertive training techniques can help students overcome problems in their developmental stages, namely the ability to communicate to build social relationships according to the developmental stage of adolescence. Suggestions for further research are to conduct research with an experimental model to test the effectiveness of assertive training techniques on students' communication skills.

Keyword: Interpersonal communication skill, Assertive training technique, Group Guidance, Students

INTRODUCTION

Humans as social beings cannot be separated from interaction. The method used for humans to interact effectively is through interpersonal communication. Abraham Maslow (2004) expressed the opinion that the purpose of human communication is to fulfill various needs. In the process of development, humans have basic needs that can be aspects of fulfilling satisfaction so that they find the meaning of their essence as humans. As time goes by, students are required to explore their potential. This is a task for the student development process. The government formulated it in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System which explains that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become humans who believe and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (article 3 of Law of the Republic of Indonesia Number 20 of the National Education System. 2003). Therefore, guidance and counseling services in schools as a form of implementation of the national education system need to be developed in order to optimize student development.

Human needs are very complex. Social relationships are a necessity for humans. According to Maslow in Setyorini, F.R.S.U.T. (2019), there are 5 basic needs that must be met in stages. These needs are ranked based on their urgency to human life. This is described in 5 arrangements commonly referred to as Maslow's Pyramid of Needs, namely physiological needs (basic needs), security needs, social needs, esteem needs, and self-actualization needs. These needs are interrelated so that a person will understand the priorities that must exist for themselves. Based on these needs, interpersonal communication is included in social needs where a person will need friends, love, and family to support their survival. In the context of education, the social needs of students in the educational environment are recognition or acceptance from teachers and

their peers. To achieve this, students need to have interpersonal communication skills in order to find their connection with other people around them.Communication is a behavior that is integrated with human life. From birth to death, humans will carry out communication activities. This is because in fulfilling its goals. As social beings, humans use communication as a means of their activities. The word "communication" or communication comes from the word communis which means "same", comunico, communication, or communicare which means "making the same" (Mahmudah, Sukarno & Siswanta, 2017; Mulyana, 2001:41). Communication is the process of conveying information from the communicator to the communicant by conveying ideas, thoughts, or feelings between the communicator and the communicant. With communication, someone will exchange understanding about themselves or others.

According to Williams (2005), interpersonal intelligence is the ability of individuals to establish good social interactions and create an attitude of mutual understanding between individuals. According to Armstrong (2005), interpersonal intelligence is the ability to understand and work together with others, interpersonal intelligence includes the ability to read people or judge others, the ability to make friends, and the skills to interact with people in a new environment. In addition, Gordon and Huggins Cooper (2003) explain that interpersonal intelligence is a skill in socializing, because by having social skills it will help someone understand the feelings, motivations, and intensities of others. Interpersonal intelligence allows individuals to understand how to communicate with others, see differences in mood, temperament, and dynamics of feelings. So from several opinions, interpersonal communication can be defined as the ability to understand each other, convey thoughts and feelings effectively, accept each other and provide motivation in solving a problem and establishing better social relationships.

According to Johnson 1981 (in Supratiknya 1995), humans as social beings who interact with others need interpersonal communication in providing a role for the happiness of human life. Interpersonal communication is considered important because it can help our intellectual and social development. Communication that is established with other individuals forms self-identity and identity. To be able to understand the reality around us requires an understanding of the world, we also need to compare impressions and understandings from others. Interpersonal communication also helps the quality of our mental health because building relationships with others will make the heart calmer and more comfortable during life. Students need to master interpersonal communication skills. This is important because it will affect the intensity of student activity during the teaching and learning process and build student social relationships. Students who are less active in class will be hampered in their learning process so that it has a negative impact on academic achievement and social relationships according to those who are problematic because they have difficulty expressing things they feel in a structured manner (Oktaviana, D., & Wiryosutomo, H. W., 2022). Learning to socialize and communicate with the surrounding environment is included in psychomotor, affective, and cognitive development. Students who are able to master good interpersonal communication methods will have self-control in overcoming the problems they experience. Students are individuals who are inadolescence, where adolescents will face problems.

In guidance and counseling services, counselors in schools need a strategy in providing preventive services in schools, one of which is group guidance as a stimulus for students to be able to overcome obstacles in their learning process. This study raises group guidance as a form of effort used. In essence, group guidance is an effort by counselors to help a group of individuals to achieve certain goals by utilizing group dynamics (Sulistyowati, 2015). Group dynamics are an effective medium for group members to develop positive aspects when conducting interpersonal communication with others (Erlangga, E., 2017). Group guidance services aim to improve students' interpersonal communication skills using assertive training techniques. Assertive training techniques are methods used to train individuals who have difficulty expressing themselves to take actions that are considered correct. The goal is to improve the individual's ability to convey their thoughts, feelings and desires to others while still respecting and paying attention to their rights and feelings (Nurjannah, 2022). According to (Purita, 2015), research that can be conducted is related to efforts to improve students' interpersonal communication skills, one of which is through assertiveness training.

Previous research that has examined group guidance services with assertive training techniques to improve students' interpersonal communication skills is Yulandari's (2018) research using class XI Language Sciences (IIB) students of MAN 1 Bandar Lampung in the 2018/2019 Academic Year as research subjects. The results obtained showed that there was a significant increase in the experimental group compared to the control group. However, the study did not explain in detail the topics used in the group guidance material. Previous research was also conducted by Nasution, A., & Siregar, A. (2024) with MTsN 1 Medan students as research subjects and also obtained the same results. Then in Rahmi's research, N. (2016), entitled

"Effectiveness of Group Guidance with Assertive Training Techniques to Improve Interpersonal Competence of Class X Students of Sma Negeri 2 Kandangan" it was found that assertive training techniques in group guidance improved students' interpersonal competence. It can be concluded that assertive training techniques in group guidance services can improve students' interpersonal communication. However, it is considered not optimal because it does not explain in detail the group guidance practices carried out. So in this study, the researcher initiated the phenomenon of interpersonal communication skills with detailed stages to maximize group guidance services with assertive training techniques provided to students.

The novelty in this study is the detailed explanation of the stages of service provision and clear topics in each session. The purpose of writing this article is (1) to describe the urgency of interpersonal communication skills and assertive training for students; (2) the urgency of assertive training in students' interpersonal communication (3) to find the configuration of assertive training techniques in guidance and counseling services; (4) to construct group guidance with assertive training techniques in improving students' interpersonal communication skills. With this literature review, it can be used by counselors and other researchers as a basis for using group guidance with assertive training techniques to improve students' interpersonal communication according to guidance and counseling rules and relevant to the objectives of character education.

METHODS

The research method used in the process of compiling this article is a literature review. Mirzaqon & Purwoko (2018) explain that a literature review is a series of research activities carried out by collecting literature sources, reading, processing, and reviewing literature based on the topic being studied. The procedure for compiling this article adapts the literature review stages developed by Mirzaqon & Purwoko (2018). The stages in question are (1) selecting a general topic that you want to focus on as research; (2) exploring information to determine the direction of discussion clearly; (3) determining the focus of research such as phenomena, interventions and grand theories; (4) collecting literature or data sources is carried out by searching for various reference sources such as previous research accessed from Sciencedirect and Google Scholar. The keywords used are "Student interpersonal communication", "Assertive techniques in guidance and counseling" and "Group guidance services"; (5) selecting literature that is given a minimum research literature limit of 2014 with Indonesian and English; (6) reviewing literature sources, whether they are relevant and valid for use; (7) drawing study results adjusted to the focus of the research; (8) preparation of data presentation through discussion of study results; (9) preparation of reports in the form of articles. The stages of the research can be briefly visualized with the following diagram.
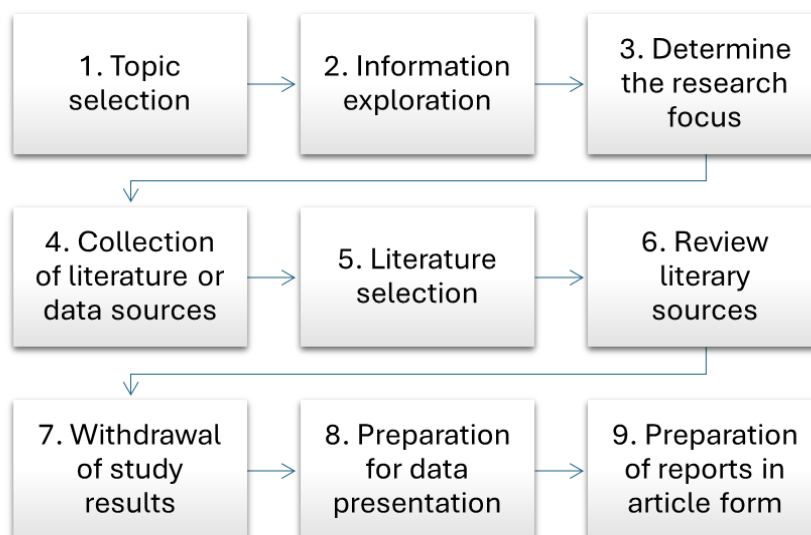
Figure 1. Stages of Literature Review Research

From the literature review process, a secondary data study will be produced which will then be used in constructing a guidance model. The results of the literature review are then combined and studied

further to obtain the construction of a group guidance service model using assertive techniques to improve students' communication skills in meeting the needs of social interaction in their lives.

RESULTS AND DISCUSSION

Based on the results of the literature search, 32 initial articles were obtained, then literature selection was carried out to obtain 15 articles that could be studied as an initial concept between students' communication skills, assertive techniques, and group guidance services. The literature obtained and studied is as follows.

Table 1. Literature Review

No.	Author	Year	Title	Source
1.	Nasution, A., &Siregar, A.	2024	Efektivitas Layanan Bimbingan Kelompok Dengan Teknik Assertive Training Untuk Meningkatkan Komunikasi Interpersonal Siswa MTSNegeri 1 Medan	Jurnal Bimbingan danKonseling
2.	Oktaviana, D., & Wiryosutomo, H. W.	2022	Pengaruh latihan asertif terhadap keterampilan komunikasi interpersonalpada siswa	Jurnal Bimbingan danKonseling Indonesia
3.	Madihah, H., &Susanto, D.	2017	Meningkatkan kemampuan komunikasi interpersonal siswa melalui layanan bimbingan kelompok dengan teknik assertive training	Jurnal Mahasiswa BKAn-Nur
4.	Erlangga, E.	2017	Bimbingan kelompok meningkatkan keterampilan berkomunikasi siswa	PSYMPATHIC: Jurnal Ilmiah Psikologi
5.	Rahmi, N.	2016	Efektivitas Bimbingan Kelompok dengan Teknik Assertive Traininguntuk Meningkatkan Kompetensi Interpersonal Siswa Kelas X SMANegeri 2 Kandangan	Tarbiyah Islamiyah: Jurnal IlmiahPendidikan Agama Islam
6.	Argestya, U. F., Fadillah, G. F., Hidayati, A. N., & Nugroho, D. E.	2022	Pelatihan Komunikasi Asertif (Assertive Training) Pelajar SMP IT Insan Mulia Surakarta: Assertive Training SMP IT Insan Mulia Surakarta	PengabdianMu: Jurnal Ilmiah Pengabdian Kepada Masyarakat
7.	Febriadi, R., Bahri, S.,& Bustamam, N.	2019	Upaya Guru Bimbingan Dan Konseling Dalam Meningkatkan Keterampilan Komunikasi Siswa Pada SMPN Kota Banda Aceh	JIMBK: Jurnal Ilmiah Mahasiswa Bimbingan & Konseling
8.	Sembiring, K.	2016	Assertiveness Training melalui Bermain Peran dalam Bimbingan Kelompok untuk Meningkatkan Komunikasi Interpersonal	Universitas Katolik Widya Mandira Kupang
9.	Sari, Y. N., Yusmansyah, Y., &Zulkifli, R. R.	2014	Peningkatan Komunikasi Interpersonal Dengan Teknik Assertive Training Pada Siswa	ALIBKIN (Jurnal Bimbingan Konseling)

10.	Rizal, A. A., Giyono,G., & Mayasari, S.	2014	Meningkatkan komunikasi interpersonal melalui Teknik AssertiveTraining	ALIBKIN (Jurnal Bimbingan Konseling)
11.	Fitriani, F., Yusmansyah, Y., &Widiastuti, R.	2018	Peningkatan Komunikasi Interpersonal Menggunakan Bimbingan Kelompok Teknik Assertive Training pada Siswa	ALIBKIN (Jurnal Bimbingan Konseling)
12.	Putri, A. P., & Wahyuningrum, S. R.	2021	Efektivitas Bimbingan Kelompok untuk Meningkatkan Keterampilan Komunikasi Siswa SMK dengan TeknikAssertive Training	Edu Consilium: Jurnal BK Pendidikan Islam
13.	Sulistiyani, S.	2016	Upaya Meningkatkan Komunikasi Interpersonal Menggunakan LatihanAsertif Di SMP Negeri 1 Banjarbaru	Jurnal Konseling Gusjigang
14.	Putri, S. D., Marjohan,M., Firman, F., & Sukma, D.	2023	Improving Interpersonal Communication Skills through GroupGuidance with Assertive Training Techniques	Journal of Innovation in Educational and Cultural Research
15	Putri, S. D., Marjohan,M., Firman, F., & Sukma, D.	2023	Group Guidance Services Uses Assertive Training Techniques ToImprove Students Interpersonal Communication Skills	SIBATIK JOURNAL: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan

1. The urgency of interpersonal communication skills in students

In essence, humans are both individuals and social beings. Each individual has characteristics that differentiate them from other individuals. As social beings, humans are closely related to interactions to be able to fulfill their life needs. From this, as a form of social interaction as individuals, humans need to adjust themselves. In the scope of education, students are required to be able to interact with teachers, peers, and the community. In addition, students also need to understand their ability to create feelings and respond to others as fellow social beings. This is so that in following the learning and teaching process at school there are social relationships that run well.

Communication consists of two types, namely interpersonal communication and intrapersonal communication. Interpersonal communication is communication that involves interaction with other individuals, while intrapersonal communication is communication that involves interaction with oneself (Zuwirna, 2020). According to Suranto's statement in Irawan (2017), interpersonal communication is a process that involves receiving and delivering messages, both individuals or groups, directly and indirectly. So from this understanding, interpersonal communication or interpersonal communication is an interaction that occurs between individuals on a small or large scale to exchange messages to gain understanding with each other. When associated with the context of students in schools, interpersonal communication can occur in conversations between students, conversations between students and teachers, discussions in class, or learning methods in class that refer to the exchange of information or ideas, and other conditions.

Students who experience failure or difficulty in conveying something are generally because they do not have the right communication skills. This happens because of unfulfilled self-adjustment, lack of self-confidence, a less supportive social environment, and less than optimal art in expressing the message itself. Therefore, students who experience difficulties in interpersonal communication cause misunderstandings, negative assumptions arising from other individuals, divisions, and strained social relationships (Pertiwi, 2020). There are 5 positive attitudes in increasing the effectiveness of communication, namely openness, empathy, positive attitudes, positive support, and equality (Devito, 2016). The purpose of interpersonal communication for students is to freely express expressions to others, maintain harmonious social

relationships, and minimize miscommunication.

2. The importance of assertive training in interpersonal communication

Assertive training is an effort to train social skills in the form of communication skills to refuse requests, express positive and negative feelings, take the initiative, invite, end conversations, and convey requests effectively. Zastrow (in Nursalim 2005:129) explains that assertive training is designed to guide people to express, feel, and act on the assumption that they have the right to be themselves and express their feelings freely. In addition, assertive training is also an approach used to develop assertive behavior in someone to improve interpersonal communication skills in building relationships with others, where assertive training is determined as a solution for individuals who experience inability and difficulty in interpersonal communication. Animasahun & Oladeni (2012) stated that assertive attitudes in communication need to be improved because they can support the quality of interpersonal relationships. Assertive training is used as one of the efforts that can be given to students who lack interpersonal communication skills. Supported by Gumilang (2015) interpersonal communication will run smoothly if students as actors in interpersonal communication have an assertive attitude within themselves.

Effective assertive techniques aim to improve interpersonal communication because individuals will be directed to be able to convey their opinions or needs to others, so that good social relationships are created between the subject and other individuals in the group (Braz, Del Prette, & Del Prette, 2011; Sommerfeld et al., 2019). Interpersonal communication that is closely related to self-confidence (Utomo & Harmiyanto, 2016), will have an impact on the socialization of individuals with others. The influence of kinship from an individual's interpersonal communication power will ultimately also have an impact on the results of their performance in carrying out something.

As is known, an individual's success depends on how they organize their abilities, one of which is good interpersonal communication skills (Drussell, 2012).

Improving aspects of interpersonal communication for students is important, because interpersonal communication greatly influences students' academic procrastination (Putri & Sawitri, 2018). By having good interpersonal communication, individuals can avoid interpersonal conflict because it can occur due to ineffective communication (Babatunde, 2015). Lange and Jakubowski (Al'Ain, 2013) stated that assertiveness is related to behavior in interpersonal relationships which is characterized by a person's ability to express thoughts, feelings, and beliefs that are expressed directly, honestly, precisely, and do not violate the human rights of others. So that to improve interpersonal communication skills can be done through training efforts, one of which is assertive training. Assertive techniques are known as assertive training, which is a technique used to train individuals' courage in expressing expected behaviors, so that they can train assertiveness which is an activity carried out to help individuals develop more direct ways of relating in interpersonal situations. The focus is on practicing through roles, newly acquired social skills so that individuals are expected to be able to overcome their inability and learn how to express their feelings and thoughts more openly with the belief that they have the right to show those open reactions.

3. Assertive training techniques in guidance group services

Guidance and counseling services that are considered appropriate in helping students to improve their interpersonal communication skills are through group guidance services (Madihah, H., & Susanto, D., 2017). Group guidance services have the potential to help students overcome the social barriers they face, strengthen their self-confidence in communicating both interpersonally and in group contexts, and strengthen their ability to be independent in social interactions and decision-making (Nasution, A., & Siregar, A., 2024). Group guidance services are useful for having an objective, precise and broad enough understanding of something being discussed (Jannah & Syawaluddin, 2023). To complement the group guidance service process, assertive techniques can be adapted into group guidance because both goals lead to individual interpersonal communication training. This is supported by the statement that group guidance can provide an opportunity for each group member to interact with each other and get to know someone better (Defriyanto & Masitoh, 2016; Ardinata et al., 2022; Banjarnahor et al., 2020; Basri et al., 2019; Bastian et al., 2021; Pratikno et al., 2020; Putri et al., 2020; Putri, 2022).

Based on Yunalia & Etika (2019) argue that the use of group counseling services can help individuals who have difficulty expressing their emotions through group discussions, it is hoped that individuals can practice expressing opinions with their knowledge and ideas, defending their opinions, and expressing agreement or rejection of other people's opinions. There are several approaches to group counseling, one of

which is the behavioral approach. In the behavioral approach, there is one method, namely the assertive training technique. This statement is supported by the opinion of Yunalia & Etika (2019) that the assertive training technique carried out in groups can improve assertive communication skills because in this therapy participants are trained to be able to carry out interpersonal communication appropriately, be able to convey intentions well, and train participants to understand others so that from this assertive communication can improve interpersonal skills or interactions. In building interpersonal relationships, good communication patterns are needed so that equality occurs. Assertive training allows individuals to learn to communicate well, individuals are trained to have or improve skills in communicating their needs and ideas.

Based on the urgency of the importance of students maintaining and practicing good interpersonal communication skills, group guidance services with assertive techniques are one form of effort to improve students' communication skills. Group guidance services can also be scheduled by BK teachers at school in formal or non-formal settings in discussing a problem that is expected that students as group members are able to respond well to group leaders, as well as express what they think and manage how to respond well to other members so that the message they want to convey can be channeled effectively. Assertive training can be used as one of the assistance options that can be given to students who lack interpersonal communication skills. These efforts can be designed by BK teachers to provide facilities for students in developing their abilities to achieve independence in their lives. In this regard, it is necessary to hold group guidance services using assertive training to improve students' interpersonal communication.

4. Group guidance uses assertive training techniques to improve students' interpersonal communication skills

Guidance and Counseling in schools has a role in optimizing the development process of students. Group guidance services are an effort by guidance and counseling teachers to study the conditions of students at school regarding the needs or problems that occur at the stage of their development. Willis (2017) stated that group guidance is a guidance service provided to students in a group context to solve problems that hinder their development together. Group guidance services aim to develop knowledge related to the topic of discussion being discussed by the group leader and members involved. In addition, group guidance provides an opportunity for individuals to convey thoughts, ideas, concepts and conduct evaluations related to the needs of each individual.

Assertive training techniques are one of the right techniques in providing individuals with social skills so that they can express themselves well to overcome previously felt social obstacles (Argestya, U. F., Fadillah, G. F., Hidayati, A. N., & Nugroho, D. E., 2022). Group guidance with assertive training helps clients have adaptive abilities in behaving and expressing their right to express their opinions. The main principle of assertive training is that individuals are able to express their feelings and thoughts without feeling hurt or violating the rights of others. So that students will be trained to be straightforward and assertive in acting. This attitude is conveyed in an assertive manner, not in an aggressive or passive manner. How assertive training can be carried out, there is no standard procedure as stated by Reed, Porterfield and Anderson in Yulandari (2018). But according to them, the assertive training procedure can include three main parts, namely discussion of material (didactic discussion), practice or role playing (behavior rehearsal/role playing), and real practice (invivo practice).

Group guidance has several stages that must be fulfilled so that the implementation of group guidance runs smoothly, effectively, and obtains maximum results. According to Prayitno (2017) there are several stages in group guidance. The formation stage, which is the stage that forms a crowd of individuals into one group that is ready to develop group dynamics in achieving common goals. The Transition Stage, which is the stage to divert the initial group activities to the next activity that is more focused on achieving group goals. The Activity Stage, which is the core activity stage to discuss certain topics in group guidance. The Conclusion Stage, which is the activity stage to look back at what has been done and achieved by the group. All participants reflect back on the discussion that has been obtained. The Termination Stage, which is the final stage of all activities. The group makes plans for further activities and says goodbye.

In an effort to provide guidance to students who are less skilled in communication, BK teachers must master several methods and understand the advantages and disadvantages of each technique or method they want to provide (Febriadi, R., Bahri, S., & Bustamam, N., 2019). Group guidance was chosen because it is a service that prioritizes the principle of group dynamics that can support communication skills. Meanwhile, the assertive training technique was chosen to help students have confidence in expressing something according to their heart's condition, but no one will feel disadvantaged. These two things were chosen because there is a relationship where individuals will practice communication. Sometimes students who are not yet adaptive to their environment do not find the right time and place settings to develop their ability to communicate properly. So there needs to be a setting with an appropriate flow and method so that students have direct involvement in efforts to resolve the obstacles they experience.

The initial step in implementing group guidance with assertive training techniques is to analyze the condition of students before being given intervention. Students who have problems related to communication are students who are still unable to adjust to their environment. In Rahmi, N. (2016) there are procedures carried out in group guidance with assertive training techniques to improve students' interpersonal communication. At the formation stage, the counselor forms a crowd of individuals in a group to achieve a common goal, namely student interpersonal communication. The transition stage shifts group activities to the next activity that is directed at achieving group goals. Then at the activity stage (core activity) it is used to discuss certain topics.

Table 2. Group Guidance Meeting Scheme

No.	Session	Title	Assertive Training Stage	Objective
1.	Session 1	The importance of interpersonal communication	Main stage	Helping students to understand the concept of interpersonal communication at the beginning step
2.	Session 2	Self-disclosure	Main stage	Encourage students to be able to open up to others so that they are willing to start interacting
3.	Session 3	The importance of empathy	Main stage	Providing students with an understanding that in a social environment, as a humans need to empathize with each other
4.	Session 4	Positive attitude in communication	Main stage	Providing students with knowledge about how to apply positive attitudes in communication

In Rahmi, N. (2016) there are several group guidance procedures, at this stage the group will be intervened with assertive training techniques, namely (a) the counselor identifies target behavior when discussing situations where students have difficulty expressing themselves so that they know what needs to be fixed. (b) Setting priorities for situations and behaviors. (c) Group members act out certain situations where the entire group is involved in role-playing behavior. Role-playing can be done by presenting characters with different characteristics so that participants will learn the conditions of their roles with each other. (d) Further repetition so that students get used to the new behavior that has been learned. (e) Moving to real situations. The next stage is the conclusion stage, this looks back at what has been done and achieved by the group to reflect together. The last stage is closing, namely the group plans the next activities and farewells. In Yulandari (2018) Group guidance time can be carried out for 30-45 minutes. This procedure is conditional and can be done by maximizing active interaction from each group member. Implemented for several sessions to obtain maximum results in helping students find problems and improve their interpersonal communication.

CONCLUSION

Based on the results of this study, it is known that there is a correlation between assertive training techniques and group guidance to improve students' interpersonal communication. This study explains the stages of group guidance with assertive training techniques in detail. Supported by a literature review used as a consideration of the most relevant results. This is considered effective based on research that has been carried out previously. So from this, students will be able to recognize good interpersonal communication methods to support the teaching and learning process that is optimal and adaptive to their social environme

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