



The Relationship Between Assertive Communication and People Pleasing Behavior in Early Adulthood

Ransi Syahadattina*, Prias Hayu Purbaning Tyas

Universitas Sanata Dharma, Indonesia

*Corresponding Author: ransikhinet10@gmail.com

ABSTRACT

People-pleasing behavior is frequently observed among university students and may negatively affect their psychological well-being, decision-making ability, and interpersonal relationships. Assertive communication is considered an important factor that helps individuals express their thoughts, feelings, and needs appropriately while respecting others. Therefore, this study hypothesized that there is a negative relationship between assertive communication and people-pleasing behavior among students. This research aimed to determine the level of assertive communication, the level of people-pleasing behavior, and the relationship between the two variables among students of the Guidance and Counseling Study Program. A quantitative correlational design was employed involving 140 students selected through purposive sampling. Data were collected using the Assertive Communication Scale and the People-Pleasing Behavior Scale, both of which had been tested for validity and reliability. Data were analyzed using Spearman's rho correlation test. The results revealed a strong and significant negative relationship between assertive communication and people-pleasing behavior ($r = -0.791$, $p < 0.0001$). These findings indicate that students with higher levels of assertive communication tend to exhibit lower levels of people-pleasing behavior. The results highlight the importance of developing assertive communication skills to help students establish healthy interpersonal boundaries and reduce excessive approval-seeking tendencies.

ARTICLE INFO:

Received
June 24, 2026

Revised
July 31, 2026

Accepted
August 24, 2026

KEYWORDS:

Assertive Communication, People
Pleasing Behavior, Early
Adulthood

How to cite	Syahadattina, R., & Tyas, P. H. P. The Relationship Between Assertive Communication and People Pleasing Behavior in Early Adulthood. <i>Life Course Psychology</i> , 82–92. Retrieved from https://journal.scidacplus.com/index.php/lcp/article/view/948
Homepage	https://journal.scidacplus.com/index.php/lcp/index
Published by	ScidacPlus https://creativecommons.org/licenses/by/4.0/

INTRODUCTION

University students are in a critical transitional stage toward early adulthood characterized by identity exploration, increasing autonomy, and expanding social engagement. During this phase, students encounter diverse academic and interpersonal demands that require adaptive communication skills; assertive communication is considered essential, as it enables individuals to express thoughts, emotions, and needs in a clear, honest, and respectful manner while maintaining consideration for others' rights (Alberti & Emmons, 2017).

Recent developments in interpersonal communication and counseling psychology emphasize communication as a key factor in psychological well-being, self-regulation, and healthy relationship functioning. Individuals with strong assertiveness tend to demonstrate higher self-confidence, better emotional management, and more adaptive social functioning, associated with interpersonal difficulties, including challenges in expressing disagreement, refusing requests, and establishing personal boundaries. These difficulties are often driven by social anxiety, fear of rejection, and a strong need for social approval (Alberti & Emmons, 2017). In contemporary digital contexts, these tendencies are further amplified by social media exposure, where continuous social comparison and validation-seeking behavior may reinforce dependency on external approval.

Such conditions contribute to the emergence of people-pleasing behavior, defined as a persistent tendency to prioritize others' expectations and approval at the expense of one's own needs, values, and well-being (Zahariades, 2017). While socially accommodating behavior may facilitate short-term relational harmony, excessive people-pleasing is increasingly recognized as maladaptive due to its association with emotional suppression, reduced self-authenticity, and impaired psychological well-being. Within university contexts, this behavior may hinder students' ability to develop autonomy and effective interpersonal boundaries.

From a personality perspective, people-pleasing behavior can be theoretically interpreted through the Big Five Personality Traits framework. In particular, agreeableness reflects tendencies toward cooperation, empathy, and harmony-seeking in social relationships. Although high agreeableness is generally considered adaptive, excessive levels without balancing assertive communication skills may increase vulnerability to overaccommodation and difficulty asserting personal needs. The imbalance highlights the importance of examining interpersonal communication skills in relation to personality dispositions to understand behavioral outcomes in social contexts better.

Empirical studies have extensively explored assertive communication in relation to self-esteem, interpersonal competence, and emotional well-being. Similarly, people-pleasing behavior has been widely examined in association with anxiety, stress, and low self-worth. However, despite the growing interest in both constructs, there remains a limited body of research investigating the direct relationship between assertive communication and people-pleasing behavior among university students. Furthermore, existing literature rarely integrates these variables within a unified personality framework such as the Big Five, resulting in fragmented conceptual understanding of how interpersonal communication patterns interact with dispositional traits.

This gap is also evident in preliminary observations among students of the Guidance and Counseling Study Program at Sanata Dharma University, where several students reported difficulties in expressing opinions, asserting personal boundaries, and refusing unreasonable requests due to concerns about interpersonal conflict and social disapproval. These behavioral tendencies indicate that people-pleasing remains a relevant phenomenon within student populations and may be closely linked to insufficient assertive communication skills.

Addressing this gap, the present study posits that assertive communication plays a significant role in mitigating people-pleasing behavior, particularly when examined through the lens of personality traits within the Big Five framework. By integrating interpersonal communication theory and personality psychology, this study aims to provide a more comprehensive understanding of student behavior in social contexts.

Accordingly, the objectives of this study are to determine the level of assertive communication, to determine the level of people-pleasing behavior, and to analyze the relationship between assertive communication and people-pleasing behavior among students of the Guidance and Counseling Study Program at Sanata Dharma University. The findings are expected to contribute to the advancement of counseling psychology literature and offer practical implications for developing interventions that enhance assertive communication skills and reduce maladaptive people-pleasing tendencies in university settings. This study contributes to life course psychology by explaining how assertive communication, as an adaptive interpersonal competency during emerging adulthood, may protect individuals from maladaptive approval-seeking tendencies and facilitate healthier psychosocial adjustment.

METHODS

This study employed a quantitative correlational design to examine the relationship between assertive communication and people-pleasing behavior among undergraduate students of the Guidance and Counseling Study Program at Sanata Dharma University. The population consisted of

140 students from cohorts 2022–2025, and the sample was selected using purposive sampling based on the criteria of active students enrolled in the program during the study period. Participants represented individuals in the developmental stage of emerging adulthood, a period characterized by identity exploration and psychosocial adjustment.

Data were collected using two self-report questionnaires, namely the Assertive Communication Scale (56 items) and the People-Pleasing Behavior Scale (36 items). The Assertive Communication Scale measured three main aspects: self-expression, defense of personal rights, and respect for others, while the People-Pleasing Behavior Scale assessed cognitive, emotional, and behavioral tendencies related to excessive approval-seeking behavior. After validity testing, 52 items from the assertive communication scale and all 36 items from the people-pleasing scale were declared valid. Reliability analysis showed high internal consistency, with Cronbach's Alpha values of $\alpha = 0.962$ for the assertive communication scale and $\alpha = 0.961$ for the people-pleasing scale.

The data collection process was conducted using an online questionnaire (Google Forms) distributed to respondents who met the inclusion criteria. The inclusion criteria were active students of the Guidance and Counseling Study Program, cohorts 2022–2025, who were willing to participate in the study. Data were analyzed using JASP statistical software. The analysis included descriptive statistics, categorization of variable levels, assumption testing, and hypothesis testing using correlation analysis to determine the relationship between assertive communication and people-pleasing behavior.

Research Design

This study employed a quantitative correlational design to examine the relationship between assertive communication and people-pleasing behavior among students of the Guidance and Counseling Study Program at Sanata Dharma University. Quantitative research is a systematic and structured approach based on a positivistic perspective that utilizes measurement and statistical analysis to test theories and generate generalizable findings (Sugiyono, 2017). According to Sudaryono (2016), quantitative research assumes that reality is objective, measurable, stable, and independent of individual beliefs and feelings. A correlational design was selected because the study aimed to investigate the relationship between assertive communication and people-pleasing behavior without manipulating the research variables.

Participant and Procedure

The participants were 140 students from the Guidance and Counseling Study Program at Sanata Dharma University, consisting of students from the 2022–2025 cohorts. Participants were selected using purposive sampling. Sugiyono (2017) defines purposive sampling as a sampling technique based on specific considerations that are relevant to the objectives of the study. Data were collected through the administration of questionnaires to students who met the predetermined inclusion criteria. Prior to data collection, participants were informed about the purpose of the study and assured that their responses would be used solely for research purposes. Participation was voluntary, and confidentiality was maintained throughout the research process.

Research Instruments

Data were collected using two self-report scales: the Assertive Communication Scale and the People-Pleasing Behavior Scale. The Assertive Communication Scale was developed based on the theoretical framework of Alberti and Emmons (2017), which conceptualizes assertive communication as the ability to express thoughts, feelings, and personal needs honestly and directly while respecting the rights of others. The scale initially consisted of 56 items, of which 52 items were retained following validity testing.

The People-Pleasing Behavior Scale was developed based on Zahariades' (2017) conceptualization of people-pleasing behavior as a tendency to prioritize others' needs and approval while neglecting one's own interests. The scale consisted of 36 valid items measuring tendencies such as difficulty refusing requests, excessive concern for social acceptance, and avoidance of interpersonal conflict. Reliability testing demonstrated excellent internal consistency. The Assertive Communication Scale obtained a Cronbach's alpha coefficient of 0.962, while the People-Pleasing Behavior Scale obtained a Cronbach's alpha coefficient of 0.961, indicating that both instruments were highly reliable.

Data Analysis

Data analysis was conducted using Jeffrey's Amazing Statistics Program (JASP). Descriptive statistics were first used to identify participants' levels of assertive communication and people-pleasing behavior. According to Sugiyono (2017), descriptive statistical analysis describes and summarizes research data without making broader generalizations.

Before hypothesis testing, a normality test was conducted to determine whether the data met the assumption of normal distribution. The results indicated that the data were not normally distributed ($p < .001$). Therefore, a non-parametric statistical technique was selected. The research hypothesis was tested using Spearman's rho correlation analysis through JASP to examine the strength and direction of the relationship between assertive communication and people-pleasing behavior. According to Sudaryono (2016), non-parametric correlation analysis is appropriate when the assumptions required for parametric testing are not fulfilled.

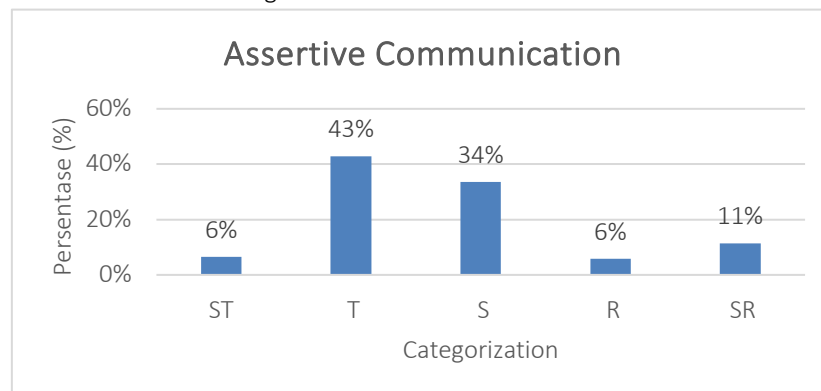
RESULT AND DISCUSSION

Results

Table 1. Level of Assertive Communication

Score Interval (x)	Frequency	Percentage (%)x	Categorization
$169 < X$	9	6%	Very High (VH)
$143 < X \leq 169$	60	43%	High (H)
$117 < X \leq 143$	47	34%	Moderate (M)
$91 < X \leq 117$	8	6%	Low (L)
$x \leq 91$	16	11%	Very Low (VL)
Total	140	100%	

Table 2. Categorization Scale of Assertive Communication



Note. Category labels were retained from the original Indonesian instrument. ST = Very High, T = High, S = Moderate, R = Low, and SR = Very Low.

The descriptive findings also revealed that people-pleasing behavior among students was generally categorized at a moderate level. This result suggests that although students tend to have adequate communication skills, many still struggle to refuse requests, express disagreement, or prioritize their own needs in certain social situations. Such tendencies may reflect students' desire to maintain harmonious interpersonal relationships and obtain social acceptance from their peers.

Table 3. Normality Test Results
Assumption checks

Shapiro-Wilk Test for Bivariate Normality

			Shapiro-Wilk	p
Komunikasi Asertif	-	People pleaser	0.9612	< .001

Before hypothesis testing, we conducted a normality test. The results indicated that the data were not normally distributed ($p < .001$). Therefore, a non-parametric statistical procedure was employed. Following Sudaryono's (2016) recommendation, Spearman's rho correlation analysis was used to examine the relationship between the variables.

Table 4. Spearman's rho Correlation Analysis
Spearman's Partial Correlations

			Spearman's rho	p
Komunikasi Asertif	-	People pleaser	-0.7980***	< .001

Note. Conditioned on variables: Angkatan.

Note. Standard error of effect size (Fisher's z) is currently unavailable for non-parametric partial correlations.

* $p < .05$, ** $p < .01$, *** $p < .001$

Spearman's rho correlation analysis revealed a statistically significant negative relationship between assertive communication and people-pleasing behavior ($r = -0.791$, $p < .001$). The correlation coefficient indicates a strong negative relationship, suggesting that students with higher levels of assertive communication tend to exhibit lower levels of people-pleasing behavior. Conversely, students with lower assertive communication skills tend to display stronger people-pleasing tendencies.

Discussion

The present study found a strong, statistically significant negative relationship between assertive communication and people-pleasing behavior among students in the Guidance and Counseling Study Program at Sanata Dharma University ($r = -0.791$, $p < .0001$). This finding indicates that students with higher levels of assertive communication tend to exhibit lower levels of people-pleasing behavior. Conversely, students with lower assertive communication skills are more likely to prioritize others' needs, expectations, and approval at the expense of their own interests. The strength of the correlation further suggests that assertive communication constitutes an important interpersonal factor associated with the tendency to engage in people-pleasing behavior.

The findings support the theoretical perspective proposed by Alberti and Emmons (2017), who define assertive communication as the ability to express thoughts, feelings, opinions, and personal rights honestly and directly while respecting others. Individuals with strong assertive communication skills are generally better able to express disagreement, refuse unreasonable requests, and communicate personal needs without excessive fear of rejection or conflict. Consequently, they are better equipped to establish healthy interpersonal boundaries and are less likely to sacrifice their well-being to gain social acceptance.

The findings also align with Zahariades' (2017) conceptualization of people-pleasing as a tendency to seek approval, avoid rejection, and prioritize others' expectations over personal needs. Individuals who engage in people-pleasing behavior often experience discomfort when expressing disagreement or refusing requests because they fear negative evaluations and potential disruption of interpersonal relationships. As a result, they often suppress personal preferences and adapt excessively to others' expectations. These findings suggest that assertive communication may reduce this tendency by helping individuals communicate their needs and preferences more effectively while maintaining positive social relationships.

These findings align with previous studies examining factors associated with people-pleasing behavior. Devina and Murdiana (2024) reported that individuals with higher self-acceptance tend to show lower people-pleasing tendencies because they rely less on external validation and have greater confidence in their personal worth. Similarly, Zalika and Nisa (2024) found that strong self-boundaries are associated with lower levels of people-pleasing behavior, as individuals become better able to protect their personal needs and make decisions independently. These findings support the notion that healthy self-regulation and self-expression play important roles in reducing excessive approval-seeking behavior.

However, the present study differs from previous research in several important ways. Whereas prior studies primarily focused on intrapersonal variables such as self-acceptance and self-boundaries, the current study specifically examined assertive communication as an interpersonal competency. This distinction matters because assertive communication is a behavioral skill that can be learned, practiced, and strengthened through counseling interventions. Therefore, the findings offer a more practical, intervention-oriented perspective on understanding and addressing people-pleasing behavior among university students.

Furthermore, the findings may be interpreted through the Big Five Personality Traits framework, particularly the dimension of agreeableness. According to McCrae & Costa (2008), agreeableness reflects an individual's tendency to be empathetic, cooperative, trusting, considerate, and motivated to maintain harmonious interpersonal relationships. These characteristics generally contribute to positive social functioning and relationship quality. However, the findings of the present study suggest that agreeableness does not necessarily lead to maladaptive people-pleasing behavior. Rather, excessive people-pleasing appears more likely when adequate assertive communication skills do not accompany a strong desire to maintain social harmony. Individuals with high agreeableness who have strong assertive communication skills may still maintain positive, caring relationships while preserving their personal boundaries and autonomy. Therefore, assertive communication may function as a protective interpersonal competency that enables highly agreeable individuals to balance concern for others with respect for their own needs. This perspective provides a more comprehensive explanation of people-pleasing behavior by integrating personality traits with interpersonal communication competencies.

The findings also align with recent literature on the psychological consequences of excessive people-pleasing. Burma, Sukma, and Nurhayani (2024) reported that individuals with strong people-pleasing tendencies are more vulnerable to anxiety, stress, emotional exhaustion, fear of rejection, and low self-esteem. Constantly prioritizing the expectations of others may cause individuals to neglect their own emotional needs, resulting in psychological distress and diminished well-being. In university students, these tendencies may interfere with academic adjustment, decision-making, self-development, and emotional regulation. The present findings suggest that students with stronger assertive communication skills may be better protected from these negative outcomes because they can better balance concern for others with respect for themselves.

An important implication of these findings is that assertive communication may serve as a protective factor against excessive people-pleasing behavior. Given the strong negative relationship identified in this study, interventions designed to strengthen assertive communication skills may

help students develop healthier interpersonal relationships and reduce dependence on external validation. Assertiveness training, psychoeducational programs, group guidance services, communication-skills workshops, and counseling interventions focused on self-expression, boundary setting, and refusal skills may help students communicate personal needs more effectively while maintaining positive relationships with others (Alberti & Emmons, 2017). Such interventions may help students reduce guilt associated with saying “no,” manage interpersonal conflict more constructively, and increase confidence in expressing their thoughts and feelings.

For students in the Guidance and Counseling Study Program, developing assertive communication skills is particularly important because future counselors are expected to demonstrate empathy while maintaining professional boundaries. Corey (2017) emphasized that effective helping professionals must balance concern for others with self-awareness and personal responsibility. Consequently, reducing people-pleasing tendencies through assertiveness development may contribute not only to students’ personal well-being but also to their future professional competence as counselors.

This study contributes to counseling psychology in several ways. First, it provides empirical evidence regarding the relationship between assertive communication and people-pleasing behavior among Indonesian university students. Second, unlike previous studies that focused primarily on self-acceptance, self-boundaries, anxiety, and psychological distress, this study highlights assertive communication as an important interpersonal factor associated with lower levels of people-pleasing behavior. Third, this study integrates interpersonal communication theory with the Big Five Personality Traits framework, particularly the agreeableness dimension, thereby offering a more comprehensive explanation of people-pleasing tendencies. These contributions expand the existing literature and provide a foundation for future counseling interventions aimed at reducing maladaptive approval-seeking behavior and promoting healthier interpersonal functioning among university students.

Implication

Beyond its counseling implications, these findings contribute to life course psychology by suggesting that assertive communication is an adaptive developmental competency during emerging adulthood. Developing assertiveness at this developmental stage may facilitate healthier psychosocial adjustment, stronger interpersonal autonomy, and greater resilience as individuals transition into adulthood.

The findings suggest that assertive communication may serve as an important protective factor against excessive people-pleasing among university students. Therefore, interventions that strengthen assertive communication skills should be an essential component of counseling services and student development programs.

One potential intervention is assertiveness training, which helps students express their thoughts, feelings, and personal needs openly and respectfully (Alberti & Emmons, 2017). Through structured exercises, students can learn how to communicate disagreement, refuse unreasonable requests, and express personal preferences without experiencing excessive guilt or fear of rejection. As a result, they may become less dependent on external validation and better able to maintain healthy interpersonal boundaries.

In addition, group counseling and group guidance services may give students opportunities to practice assertive communication in a supportive environment. Through role-playing, behavioral rehearsal, and interpersonal feedback, students can build confidence in expressing themselves and managing interpersonal conflict constructively. These interventions may be particularly beneficial for students who have difficulty saying “no” or who often prioritize others’ needs over their own.

Another important strategy involves psychoeducational programs focusing on self-awareness, boundary setting, and healthy relationship patterns. Many individuals who engage in people-

pleasing behavior may not recognize the long-term consequences of excessive approval-seeking, including emotional exhaustion, anxiety, stress, and reduced self-esteem (Burma et al., 2024). Increasing awareness of these consequences may encourage students to adopt healthier interpersonal behaviors and develop stronger self-respect.

Furthermore, interventions that strengthen self-acceptance and self-boundaries complement assertiveness development. Previous studies have shown that individuals with higher self-acceptance and stronger personal boundaries tend to demonstrate lower levels of people-pleasing behavior (Devina & Murdiana, 2024; Zalika & Nisa, 2024). Therefore, counseling programs that help students recognize their personal values, needs, and rights may help reduce excessive people-pleasing tendencies.

For students in the Guidance and Counseling Study Program, these interventions are particularly important because future counselors are expected to maintain professional boundaries while demonstrating empathy toward clients (Corey, 2017). Strengthening assertive communication skills may therefore contribute not only to students' personal well-being but also to their future professional competence as helping professionals.

In guidance and counseling services, counselors may implement preventive, developmental, and remedial interventions. Preventive interventions may include psychoeducation regarding healthy interpersonal boundaries and assertive communication. Developmental interventions may be delivered through classroom guidance and group guidance activities designed to strengthen communication skills. Meanwhile, remedial interventions may include individual or group counseling for students who show high levels of people-pleasing and have difficulty maintaining personal boundaries.

Limitation

Several limitations should be acknowledged. First, this study involved students from only one study program at one university, which may limit the generalizability of the findings. Second, the use of self-report scales may have increased the possibility of response bias and social desirability effects. Third, the correlational design employed in this study does not permit causal conclusions regarding the relationship between assertive communication and people-pleasing behavior. Future studies are encouraged to involve more diverse populations and examine additional variables, such as self-esteem, self-acceptance, social anxiety, and other dimensions of the Big Five Personality Traits, in order to develop a more comprehensive understanding of factors influencing people-pleasing behavior.

CONCLUSION

This study found a significant and strong negative relationship between assertive communication and people-pleasing behavior among students of the Guidance and Counseling Study Program at Sanata Dharma University. The findings indicate that students with higher levels of assertive communication tend to demonstrate lower levels of people-pleasing behavior. Assertive communication enables individuals to express their thoughts, feelings, and needs appropriately while maintaining healthy interpersonal boundaries, thereby reducing excessive dependence on others' approval.

Beyond its counseling implications, the study contributes to life course psychology by highlighting assertive communication as an adaptive developmental competency during emerging adulthood that is associated with lower people-pleasing behavior, and by integrating this relationship within the Big Five Personality Traits framework, particularly the agreeableness dimension. These findings suggest that strengthening assertive communication skills may serve as a preventive and developmental strategy that supports healthier psychosocial adjustment, stronger interpersonal autonomy, and greater resilience as students transition into adulthood. Therefore,

counseling services are encouraged to implement assertiveness training, psychoeducation, and guidance programs to support students in developing healthier interpersonal relationships across this developmental transition. Future studies are recommended to examine additional variables, such as self-esteem, self-acceptance, and social anxiety, in order to provide a more comprehensive understanding of people-pleasing behavior.

Acknowledgments

The authors would like to express their sincere gratitude to the Guidance and Counseling Study Program, Faculty of Teacher Training and Education, Universitas Sanata Dharma, for providing research facilities and administrative support. The authors also thank all participants for their valuable contributions to this study.

Authors' Contributions

Ransi Syhadattina conceived the study, collected and analyzed the data, and drafted the manuscript. Prias Hayu Purbaning Tyas supervised the research process and reviewed and revised the manuscript. Both authors read and approved the final version of the manuscript.

Conflicts of Interest

The authors declare that they have no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not for profit sectors.

REFERENCES

- Alberti, R. E., & Emmons, M. L. (2017). *Your perfect right: Assertiveness and equality in your life* (10th ed.). Impact Publishers. [Google Scholar](#)
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480. <https://doi.org/10.1037/0003-066X.55.5.469>
- Blötner, C. (2025). Valuing others over oneself: Development and validation of a people pleasing scale in two German samples. *Current Psychology*. <https://doi.org/10.1007/s12144-026-09519-2>
- Burma, U. S., Sukma, & Nurhayani. (2024). Kajian literatur dampak people pleaser terhadap kesehatan mental siswa menengah ke atas. *International Seminar of Islamic Counseling and Education Series (ISICES)*, 1, 167–174. [Google Scholar](#)
- Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning. [Google Scholar](#)
- Devina, N. A., & Murdiana, S. (2024). The relationship between self-acceptance and people pleaser in late adolescents who experienced parental divorce. *International Journal of Society Reviews*, 2, 1002–1004. [Google Scholar](#)
- ElBarazi, A. S., Mohamed, F., Mabrok, M., Adel, A., Abouelkheir, A., Ayman, R., Mustafa, M., Elmosallamy, M., Yasser, R., & Mohamed, F. (2024). Efficiency of assertiveness training on the stress, anxiety, and depression levels of college students (Randomized control trial). *Journal of Education and Health Promotion*, 13, Article 203. https://doi.org/10.4103/jehp.jehp_264_23
- Eslami, A. A., Rabiei, L., Afzali, S. M., Hamidzadeh, S., & Masoudi, R. (2016). The effectiveness of assertiveness training on the levels of stress, anxiety, and depression of high school students.

Iranian Red Crescent Medical Journal, 18(1), Article e21096.
<https://doi.org/10.5812/ircmj.21096>

- Fiisabiilillah, Ningrum, Z. B., Danendra, N. D., Yusel, M. S., & Yunita, M. (2025). Efektifitas konseling asertif dalam mengurangi tekanan sosial pada mahasiswa dengan pola people pleasing: Studi kasus. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(04), 378–387. <https://doi.org/10.23969/jp.v10i04.37575>
- Hasanah, A. M. A., Suharso, & Saraswati, S. (2015). Pengaruh perilaku teman sebaya terhadap asertivitas siswa. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 4(1), 22–29. [Google Scholar](#)
- Hikmah, N. (2021). Komunikasi interpersonal orang tua dalam mengembangkan perilaku asertif pada remaja. *Journal of Islamic Communication and Media Studies*, 1, 68–74. [Google Scholar](#)
- Kuang, X., Li, H., Luo, W., Zhu, J., & Ren, F. (2025). The mental health implications of people-pleasing: Psychometric properties and latent profiles of the Chinese People-Pleasing Questionnaire. *PsyCh Journal*, 14(4), 500–512. <https://doi.org/10.1002/pchj.70016>
- Maryama, H., Mutamimah, U. S., Afifah, J. N., Kamila, F. H., Hayuningtyas, K., & Sugiharti, S. (2025). Effectiveness of revival assertiveness programs to increase assertiveness as an effort to address people pleasing behavior in high school students. *Jurnal Psikologi Tabularasa*, 20(1), 164–175. <https://doi.org/10.26905/jpt.v20.i1.15147>
- McCrae, R. R., & Costa, P. T., Jr. (2008). The five-factor theory of personality. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research* (3rd ed., pp. 159–181). Guilford Press. [Google Scholar](#)
- Moehsen, R. (2024). Layanan bimbingan kelompok untuk meningkatkan perilaku asertif siswa. *Jurnal Attending*, 3, 177–178. [Google Scholar](#)
- Paterson, R. J. (2000). *The assertiveness workbook: How to express your ideas and stand up for yourself at work and in relationships* (2nd ed.). New Harbinger Publications. [Google Scholar](#)
- Plantade-Gipch, A., Bruno, J., Strub, L., Bouvard, M., & Martin-Krumm, C. (2023). Emotional regulation, attachment style, and assertiveness as determinants of well-being in emerging adults. *Frontiers in Education*, 8, Article 1058519. <https://doi.org/10.3389/feduc.2023.1058519>
- Rukmana, E. S. (2017). Peran komunikasi asertif konselor dalam proses layanan konseling untuk membantu menyelesaikan permasalahan konseling. *Jurnal Potret*, 21(1), 1–8. [Google Scholar](#)
- Santoso, M. B., & Ramadhini, P. S. (2019). Assertiveness training untuk meningkatkan kepercayaan diri narapidana remaja. *Prosiding Penelitian dan Pengabdian kepada Masyarakat*, 6(2), 172–173. <https://doi.org/10.24198/jppm.v6i2.21905>
- Sholekah, A., Jawandi, A., & Putro, E. A. (2025). Konseling kelompok teknik assertiveness training untuk mereduksi perilaku people pleaser siswa. *Advice: Jurnal Bimbingan dan Konseling*, 7(1), 10–16. <https://doi.org/10.32585/advice.v7i1.6419>
- Sudaryono. (2016). *Metode penelitian pendidikan*. Kencana. [Google Scholar](#)
- Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta. [Google Scholar](#)
- Wulansari, N. E. (2023). *Latihan asertif untuk mengurangi perilaku people pleasing pada remaja di Desa Plipir Sekardangan Sidoarjo* (Undergraduate thesis, UIN Sunan Ampel Surabaya). [Google Scholar](#)
- Yulianti, S., & Awingan, J. S. (2024). The relationship between assertive behavior and academic achievement of biology education students: The contribution of assertive behavior in improving academic outcomes. *Journal of Academic Biology and Biology Education*, 1, 46–55. <https://doi.org/10.37251/jouabe.v1i2.1167>
- Zahariades, D. (2017). *The art of saying no: How to stand your ground, reclaim your time and energy, and refuse to be taken for granted (without feeling guilty!)* Independently Published. [Google Scholar](#)

Zalika, F. R., & Nisa, A. T. (2024). Hubungan self boundaries terhadap perilaku people pleaser pada mahasiswa Bimbingan dan Konseling Islam di Universitas Raden Mas Said Surakarta. *Al-Hiwar: Jurnal Ilmu dan Teknik Dakwah*, 12, 16–19. <https://doi.org/10.18592/alhiwar.v11i2.14355>

Copyright Holder: © Authors. (2026)

First Publication Right: © Life Course Psychology

This article is under:

