Exploring the Impact of Self-Esteem and School Climate on Assertive Behavior in Bullying Victims: A Scoping Review

Grace Putri Djatmiko, Marselius Sampe Tondok*
Faculty of Psychology, University of Surabaya, Indonesia
marcelius@staff.ubaya.ac.id*

ABSTRACT:
Assertive behavior plays a crucial role for bullying victims in authentically expressing themselves and maintaining self-respect, while a positive school climate fosters identity development and reduces bullying. This study aims to examine the relationships between self-esteem, school climate, and assertive behavior in adolescents. The research employs a systematic literature review with a scoping review approach based on the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol. Sources include journal articles and books published within the last ten years, retrieved from databases such as Google Scholar, Semantic Scholar, ScienceDirect, and Wiley Online Library. Analysis of 30 sources reveals that self-esteem influences assertive behavior, while a research gap exists regarding the correlation between school climate and assertive behavior in adolescents. This study holds significance for adolescents and schools in reducing bullying by emphasizing the role of both personal and contextual factors.

INTRODUCTION

Bullying is prevalent among adolescents and frequently has adverse effects on victims. These negative impacts include declines in mental health, such as increased anxiety, depression and reduced self-esteem (Fatmawati et al., 2024; Rotinsulu & Atikah, 2024; Ye et al., 2023). Additionally, bullying victims are at risk for academic underachievement, social issues like peer isolation (Le Menestrel, 2020), and disruptions in their identity formation process (Thornberg, 2015). Self-esteem issues arising from bullying can impede positive identity development in adolescents, a core developmental task at this stage (Thornberg, 2015). Bullying significantly contributes to social isolation among adolescents, hindering their ability to form supportive relationships and negatively affecting their identity exploration. Victims often withdraw socially, leading to feelings of loneliness and heightened emotional distress (Dadswell & O'Brien, 2021; Garg & Chaudhary, 2024). Failure to establish a clear self-identity during adolescence can result in developmental issues, including challenges in self-esteem and self-concept (Hutabarat et al., 2021).

Victims of bullying often struggle to express their feelings due to low self-confidence and fear of further victimization, highlighting the need for assertiveness training to empower them (Oktaviani et al., 2024). Literature review by Yofita and Fitriani (2024) indicates that assertive behavior can reduce bullying behavior and its negative impacts. Therefore, assertive behavior is a crucial skill for bullying victims, enabling them to express their feelings and needs effectively, set boundaries, and protect themselves from negative behavior (Quraini & Fatmawanti, 2024).

Assertiveness is a style of communication in which a person expresses their thoughts and feelings in a verbal, non-blaming, respectful way. In the context of bullying, assertive behavior is the essential middle ground between an aggressive comeback that escalates the bully's hostility and a

passive response that projects a lack of power

The body of knowledge has shown that assertive behavior is crucial for adolescent bullying victims as it can reduce bulling behavior and its negative impacts (Utami et al., 2019; Yosep et al., 2024). This alignment occurs as assertiveness promotes healthy relationships and effective communication. Individuals who display assertive behavior can also enhance their self-esteem through positive self-expression within their social surroundings (Darjan et al., 2020; Husnah et al., 2022; Sodikin et al., 2021).

Despite existing research, there remains a gap in understanding how assertive behavior directly contributes to reducing bullying, particularly in school environments. Assertive behavior is influenced by various factors, including self-esteem. Adolescents with high self-esteem are more likely to express their opinions openly and confidently, while those with low self-esteem may feel isolated, hindering social interactions and reinforcing a negative self-image (Ardaningrum & Savira, 2022). High self-esteem empowers individuals to voice their thoughts clearly and stand up for themselves without fear. Assertive individuals do not remain silent when facing threats; instead, they confidently reject harmful behavior without aggression. This constructive assertiveness helps mitigate bullying effects by minimizing conflicts (Aryanto et al., 2021).

In addition to self-esteem, the environment significantly shapes assertiveness ((Rees & Graham, 1991; Sriyanto et al., 2014). Parenting styles play a crucial role in adolescent assertiveness, as a lack of parental support can hinder its development, making adolescents more vulnerable to intimidation (Desta et al., 2024). Beyond family influence, schools also foster assertive behavior. Schools with positive climates promote strong peer relationships, social skills, and assertiveness, which is essential for students (Acosta et al., 2018; Ayuwandari et al., 2023; Kirana & Verauli, 2018; Wulandari et al., 2023).

Assertiveness and bullying share common influencing factors, such as self-esteem and environment, and assertive behavior is considered an effective strategy for reducing bullying (Acosta et al., 2018; Theodore & Sudarji, 2019). The school climate plays a critical role in adolescent development, serving as a primary environment for socialization. According to ecological theory (Brofenbrenner, 1994), schools are part of the microsystem, shaping adolescent behavior. Social cognitive theory (Bandura, 1977) further explains that behavior is influenced by the environment and cognitive processes. Therefore, fostering a healthy school climate is essential for nurturing assertiveness, which helps adolescents build confidence and resilience. Adolescence is a crucial stage where individuals seek identity, and failure to establish one may lead to identity confusion (Erikson, 1977; Kurniawan & Sampe Tondok, 2024; Mahirah & Sampe Tondok, 2024).

Rational of Current Study

Drawing from the above explanation, it is evident that various studies have examined the relationship between self-esteem and assertive behavior. However, to the best of our knowledge, the connection between school climate and assertive behavior remains underexplored in a comprehensive and integrated manner. Given that assertive behavior is influenced by social environments, including schools, it is crucial to investigate how school climate may contribute to the development of assertive behavior among students. Furthermore, assertive behavior and bullying behaviors share interconnected factors, with school climate playing a significant role in both. In this context, assertive behavior is expected to emerge as a positive response to bullying, making it relevant for further research. Therefore, this study aims to fill the gap in the existing literature by exploring the relationship between school climate and assertive behavior, as well as examining the implications of these findings for interventions in the educational environment.

Study Aim

The aim of this study is to explore and synthesize previous research to understand the influence

of school climate and self-esteem on assertive behavior in adolescents. The benefits of this research include clarifying the impact of self-esteem and school climate on assertive behavior, contributing to the theoretical development of assertive behavior, and providing solutions to reduce bullying. This study is relevant for adolescent students and the school environment, particularly in understanding the relationship between school climate and assertive behavior. Assertive behavior in adolescents is linked to the formation of a positive self-identity. On the other hand, a healthy school climate can play a significant role in supporting the development of students' assertive behavior.

METHODS
Research Desain and Procedure

This study specifically explores the influence of self-esteem and school climate on assertive behavior among adolescent students in schools based on previous research. To achieve this, the authors employ a systematic literature review method with a scoping review approach. A scoping review is a type of evidence synthesis aimed at identifying and mapping relevant evidence that meets inclusion criteria (Peters et al., 2021). The scoping review method involves five stages: identifying research questions, identifying relevant studies, selecting studies, mapping data, and collecting, summarizing, and reporting the results (Peters et al., 2021).

Research questions: including what are the factors influencing assertive behavior? is there a relationship between self-esteem and assertive behavior? is there a relationship between school climate and assertive behavior?

Identifying relevant research: The identification of relevant studies was limited by the databases used and the search keywords. The sources of the studies in this research were drawn from Google Scholar, Semantic Scholar, Science Direct, and Wiley Online Library. The author also utilized the Ubaya digital library for searching additional journals. The framework used for this process is PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The author applied the following keywords: ("self-esteem" OR "harga diri") AND ("school climate" OR "iklim sekolah") AND ("student behavior" OR "perilaku siswa") AND ("assertiveness" OR "perilaku asertif") AND ("adolescent development" OR "perkembangan remaja") AND ("adolescent assertiveness" OR "perilaku asertif remaja") AND ("bullying" OR "perundungan siswa"). Not all articles containing these keywords were included. A total of 110 articles were thoroughly reviewed, and 30 articles were selected for inclusion in this research.

Selecting studies: The next stage involves defining inclusion and exclusion criteria. The inclusion criteria for the studies were: articles accredited by Sinta or Scopus, published between 2014 and 2024, and those that discuss the relationships between the research variables and/or contain key theories related to the research variables. The exclusion criteria were articles that did not meet these inclusion characteristics. The dependent variable in this study is assertive behavior, while the independent variables are self-esteem and school climate.

Mapping the data: The data is presented in a table that includes the authors, title, year of publication, and research findings (See table 2 in the appendix). This to visualise the results of the review.

Collecting, summarizing, and reporting results: The results are presented in the form of correlation charts and a narrative, with the analysis detailed in the discussion section. Insights drawn from the results will inform the conclusions and recommendations which will be presented in later section of this article.

Table 1. Search terms and strategies for each database.

| Database	Filter	Search Terms	Result	Total
Google Scholar	Since 2014-2024, include citations, include patents	("harga diri" OR "self-esteem") AND ("perilaku asertif" OR "assertiveness")	18.400	22.630
		("iklim sekolah" OR "school climate") AND ("perilaku asertif" OR "assertiveness")	4.130	
Semantic Scholar	Since 2014-2024, has PDF	("harga diri" OR "self-esteem") AND ("perilaku asertif" OR "assertiveness")	12	48
		("iklim sekolah" OR "school climate") AND ("perilaku asertif" OR "assertiveness")	36	
Science Direct	Since 2014-2024, English	("harga diri" OR "self-esteem") AND ("perilaku asertif" OR "assertiveness")	2.789	2.936
		("iklim sekolah" OR "school climate") AND ("perilaku asertif" OR "assertiveness")	147	
		Total		25.614
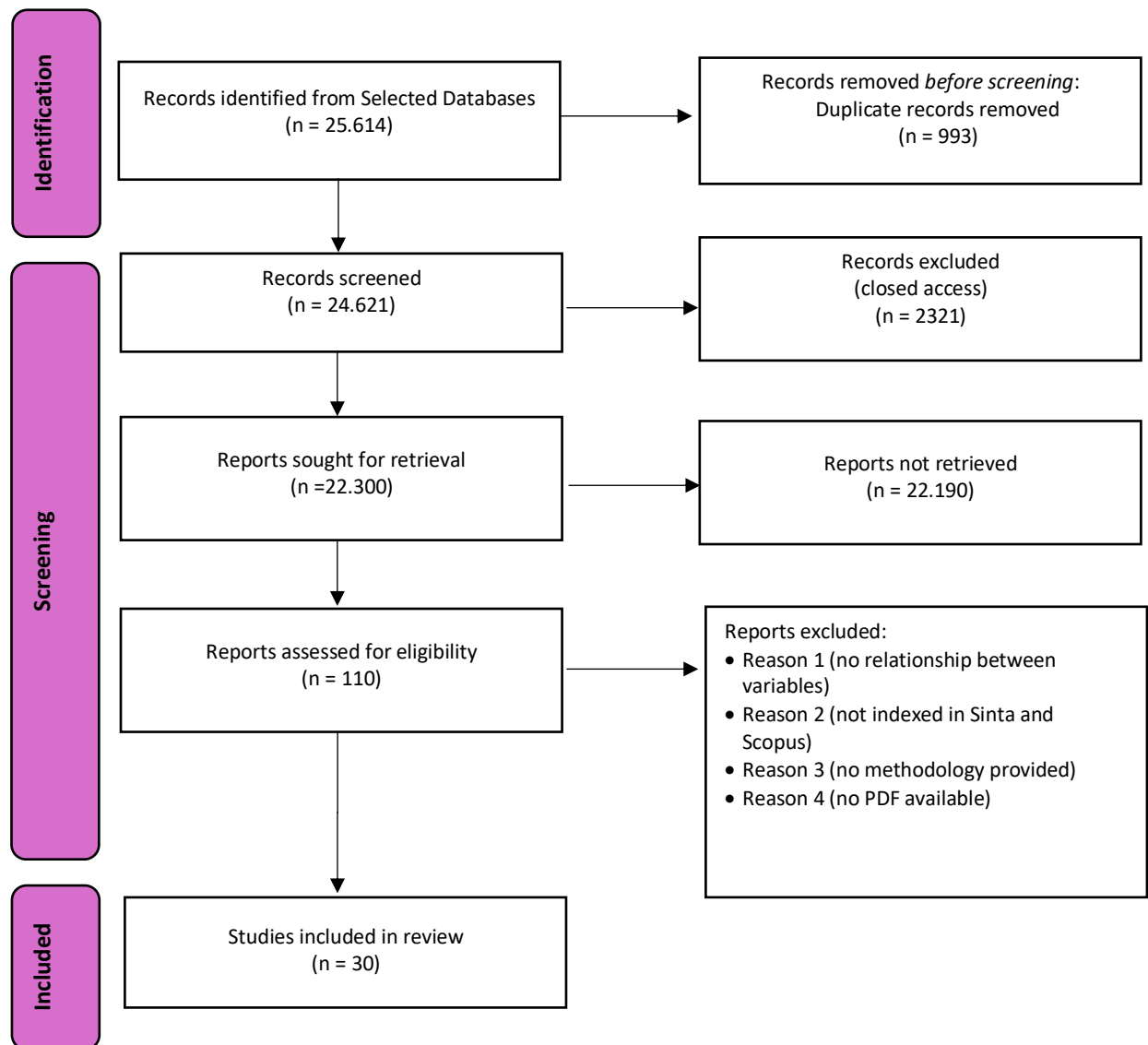
Figure 1. PRISMA-ScR flow diagram.

Data Synthesis and Analysis

In this scoping review, a systematic approach was employed to synthesize and analyze data on self-esteem, school climate, and assertive behavior in adolescent bullying victims. The Arksey and O'Malley's (2005) framework for scoping reviews guided the methodology, involving a rigorous screening process to ensure relevance and consistency across selected studies. Eligible studies were categorized based on inclusion criteria and coded to capture core themes and recurring patterns. The analysis explored the individual and combined impacts of self-esteem and school climate on assertive behavior, examining underlying mechanisms affecting bullying victims. Findings were synthesized to identify trends, thematic overlaps, and critical gaps in the current literature, highlighting areas that warrant further investigation and empirical study to inform effective intervention strategies.

RESULTS AND DISCUSSION
Results

Current findings reveal a conceptual relationship among self-esteem, school climate, and assertive behavior, showing how these factors collectively impact assertiveness in adolescent victims of bullying. Studies indicate a positive correlation between self-esteem and assertive behavior, as well as between student behavior and school climate. Assertive behavior is negatively associated with bullying, suggesting its role as a counterbalance to aggressive behaviors. While some studies have linked school climate to bullying and subsequently to assertive behavior, often framing assertiveness as a desirable trait, there remains a notable gap in research examining the direct correlation between school climate and assertive behavior. Prior research has primarily addressed school climate's effects on student behavior through the lens of aggression, overlooking its relationship with assertive behaviors. This positive and negative perspective gap underscores the need to further explore these correlations, as illustrated in Figure 2.
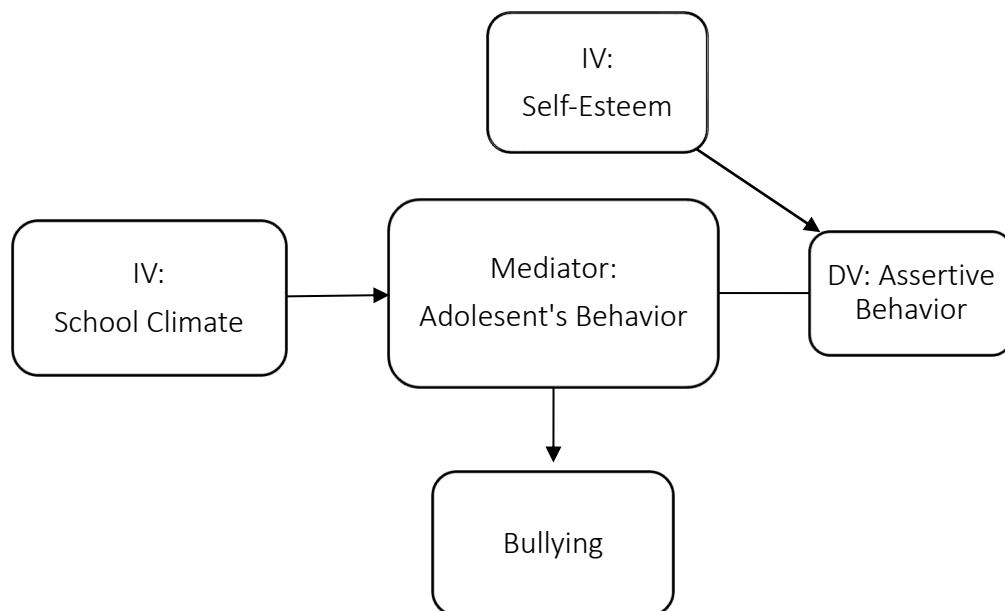
Figure 2. Diagram of potential correlation among variables
*Note: DV = Dependent Variable; IV = Independent Variable; M = Mediator

Assertive Behavior

Assertive behavior is the authentic expression of oneself while respecting others. Aspects of assertive behavior include the ability to focus on goals, self-awareness, being true to oneself, possessing self-esteem, and taking responsibility for oneself. Assertive behavior is grounded in behaviorist theory. The theory

of assertive behavior stems from the work of Ivan Pavlov, Andrew Salter, Joseph Wolpe, Arnold Lazarus, and Alberti and Emmons (Rees & Graham, 1991). According to Darjan, assertiveness is a social skill that allows individuals to act appropriately and efficiently in different social contexts while defending their rights without violating the rights of others. It is not a personality trait, but rather a skill that can be learned (Darjan et al., 2020).

An assertive individual does not fear or remain silent when faced with a threatening situation. Such an individual possesses the self-confidence to defend their rights. An assertive person is able to firmly reject behaviors that are detrimental to them without hurting others' feelings. The aspect of self-esteem is crucial in enhancing assertiveness as it stems from an individual's personality. Individuals with positive self-esteem believe that they are valuable and capable of expressing their opinions assertively, honestly, openly, and courageously, without anxiety, while also respecting others' feelings. Self-esteem and assertive behavior have a strong relationship, as demonstrated by research findings (Aryanto et al., 2021).

The determinants of assertiveness include cognitive, affective, and behavioral components (Darjan et al., 2020). Assertive behavior enhances classroom learning. Students with an assertive attitude are able to engage actively in the learning process. These individuals, who possess high self-esteem, are optimistic about their abilities. A person with confidence in their self-worth is motivated to express their opinions. On the other hand, students with low self-esteem may perceive themselves as isolated or neglected within their environment, making it difficult for them to socialize. Individuals with low self-esteem have a negative self-assessment (Ardaningrum & Savira, 2022).

Assertive behavior influences learning activities in schools. Students need to be actively involved in learning activities to ensure effective communication between teachers and students. Activities within the learning environment impact the quality of students. Peer conformity also affects students' assertive behavior (Husnah et al., 2022; Kirana & Verauli, 2018). In addition to students, the assertive behavior of teachers also influences the classroom environment. An assertive teacher can lead, organize, and manage the classroom effectively. Assertive teachers also enhance students' empathy toward their environment. A teacher's competence impacts the educational quality of their students, as teachers serve as role models. Assertive teachers can encourage students to adopt assertive behavior as well. In general, students' social skills are influenced by the social skills modeled by their teachers (Carstensen & Klusmann, 2021; Grew et al., 2022).

Assertive behavior has a positive influence, including the ability to approach the world in a reactive, responsive, proactive, solution-oriented, and creative manner. Additionally, it has been shown to reduce juvenile delinquency, enhance self-esteem, improve social skills, and develop personal potential (Ayu, 2020; Paterson, 2022; Rees & Graham, 1991; Sriyanto et al., 2014). The negative impact of assertive behavior, however, may stem from misinterpretation. Assertive behavior is not solely focused on self-esteem or on valuing others, but rather on both in harmony. Misinterpretation can lead to aggressive or passive behavior (Ayu, 2020; Rees & Graham, 1991). According to Bloom's theory, individuals with high levels of assertiveness possess self-defense, self-awareness, life goal planning, self-confidence, and decision-making abilities. This theory has been empirically supported by the work of Lumley, Trudeau, Sert, Sipayung, Gillen, Schwartz, Amat and Mahmud, Afiatin, and Sriyanto, who have substantiated it through their research findings (Sriyanto et al., 2014).

School Climate

School climate refers to the physical, social, and academic conditions of the school environment. Factors that influence school climate include students, teachers, staff, systems, and school regulations (Noor et al., 2020). Aspects of school climate include elements such as alignment and consistency, teacher support, social interactions, and student engagement (Acosta et al., 2018). The school serves as a microsystem environment that impacts individual growth (Brofenbrenner, 1994). According to

Syuhut and Pratikno, school climate is the evaluation of the formal system, regulations, ethics, teachers, and the school environment. This affects the attitudes, beliefs, values, and motivations of the members of the school. School climate influences student learning and development. A positive school climate fosters comfort and mental well-being. It also plays a role in preventing aggressive behavior (Syuhut & Pratikto, 2020).

A positive school climate is often associated with the achievements of the school and the behavior of its members. Schools that produce high-achieving students are often linked to those with high academic standards and good social interactions. A school environment that encourages students to excel and exhibit positive behavior will result in students who tend to perform well and display positive behavior. Conversely, a negative environment can lead to negative behaviors. Various factors within the school can influence students' behavior (Grazia & Molinari, 2019).School climate impacts academic performance, behavioral issues, and social-emotional health. Students in a safe and supportive environment experience less bullying. Safety refers to the absence of bullying, violence, social aggression, substance abuse, physical aggression, and various forms of threats (Charlton et al., 2021).

The impact of a positive school climate is the formation of positive behaviors, and conversely, the opposite is also true (Carretero et al., 2021). Research has shown a significant relationship between school climate and bullying that occurs within the school. Students who are accustomed to engaging in delinquent behavior, rebellion, and bullying tend to perpetuate these behaviors. Therefore, strategies are needed to transform the school climate into a positive one and foster positive habits (Dorio et al., 2019; Yang et al., 2020). Some schools address bullying behavior by implementing anti-bullying programs. These programs are considered significant in tackling bullying, with several programs being used and goals aimed at developing assertive behavior in students (Charlton et al., 2021; Filella et al., 2018). Assertive behavior training has proven effective in reducing aggressive behaviors that trigger bullying in various settings (Tankamani & Jalali, 2017; Yosep et al., 2024).

Self-Esteem

According to Morris Rosenberg, self-esteem is an individual's attitude of valuing or devaluing oneself. Self-esteem influences an individual's well-being both with regard to themselves and their relationships with others. It is influenced by genetics, personality, life history, experiences, age, health, beliefs, social environment, and the responses of others. Self-esteem can be measured, although the results of such measurements are context-dependent and vary over time (Darjan et al., 2020). Rosenberg identifies two aspects of self-esteem: reflected appraisals and social comparisons. These aspects are further divided into five dimensions: academic, social, emotional, familial, and physical (Srisayekti et al., 2015). According to Coopersmith, self-esteem can be measured using four aspects: strength, significance, virtue, and ability (Hutabarat et al., 2021).

There are three levels of self-esteem measurement: high, low, and excessively high. Individuals with high self-esteem tend to be stable and positive, as they possess apositive self-acceptance without demeaning others. Individuals with low self-esteem are easily influenced and sensitive. Those with excessively high self-esteem tend to exaggerate their self-importance and belittle others. Self-esteem impacts children's development and adaptation. Individuals with healthy self-esteem are able to express themselves and reject what is not in line with their values without feelings of guilt (Darjan et al., 2020).

Self-esteem is an important factor that influences an individual's behavior in adapting to their environment, values, and life goals. According to Maslow's hierarchy of needs, individuals with good self-esteem tend to have self-confidence and engage in activities effectively. Self-esteem is necessary for daily activities, as individuals with high self-esteem are able to view and present themselves positively. One factor contributing to low self-esteem is a lack of assertiveness, as individuals with low

assertiveness may struggle to communicate effectively (Aryanto et al., 2021).

Self-esteem has both positive and negative impacts on the lives of adolescents. High self-esteem reflects an individual's assessment of their own achievements. However, excessively high self-esteem, driven by a sense of superiority, can lead to aggressive behavior (Hutabarat et al., 2021). Self-esteem is influenced by an individual's experiences within their environment. One factor that affects adolescent self-esteem is the judgment of others. Adolescents are particularly vulnerable to feelings of rejection due to negative assumptions from others. This vulnerability arises from changes within the adolescent and the perceptions of their social environment. On the other hand, adolescents are also susceptible to social and psychological issues, as their social-psychological skills are still developing. Adolescents are in the process of connecting their self-concept, environment, and moral ideals (Abdullayevna & Valievna, 2022). One social skill that helps adolescents in their developmental process is assertive behavior. Adolescents who exhibit assertive behavior express their authentic selves in social environments in accordance with social norms. Through assertive behavior, adolescents create space to connect with both themselves and their environment (Aryanto et al., 2021).

Discussion

This study aims to explore the relationships between self-esteem, school climate, and assertive behavior among adolescents, drawing on insights from previous research. Previous research has demonstrated that assertive behavior is influenced by self-esteem (Aryanto et al., 2021; Darjan et al., 2020; Prasiwi & Laksmiwati, 2023), and student behavior is affected by the school climate (Acosta et al., 2018; Carstensen & Klusmann, 2021). However, there is a gap in the literature regarding the correlation between school climate and students' assertive behavior. Previous studies primarily examined school climate and student behavior from the perspective of negative behaviors, such as bullying, and explored assertive behavior training as a preventive measure to reduce bullying. In other studies, assertive behavior has been linked to individual personal aspects, such as self-esteem. Based on previous research, it can be concluded that school climate and assertive behavior are correlated, with student behavior acting as a mediating variable.

Assertive behavior is influenced by self-esteem and the environment. Individuals with high self-esteem can express themselves assertively while respecting others (Aryanto et al., 2021; Darjan et al., 2020; Prasiwi & Laksmiwati, 2023). The environment, such as the school, also impacts assertive behavior. The school climate affects student behavior. A positive school climate supports students in exhibiting positive behaviors. When members of the school community create a positive social climate, students involved in this environment are likely to develop strong social skills as well (Acosta et al., 2018; Carstensen & Klusmann, 2021).

Individuals tend to behave according to their environment. If the environment is accustomed to aggressive behavior, individuals may perceive such behavior as normal. This normalization makes aggressive behavior continue to persist (Nazhifah, 2017). The habitual nature of aggressive behavior requires intervention to prevent its continuation. Several schools implement anti-bullying programs as a form of intervention. Schools that have anti-bullying programs and encourage students to adopt assertive behaviors tend to produce students who exhibit assertiveness, which contrasts with bullying behavior (Acosta et al., 2018; Syuhut & Pratikto, 2020). Previous research has found that adolescents who express themselves assertively are less likely to experience bullying. Assertive self-expression allows adolescents to remain authentic without harming others (Kumalasari, 2023; Roli A., 2017; Theodore & Sudarji, 2019).

Assertive behavior is beneficial for adolescents in aligning themselves with their social environment adaptively, without losing their personal identity. This alignment occurs because assertiveness fosters effective communication between individuals, allowing them to express themselves without hiding their true self or causing harm to others (Darjan et al., 2020; Husnah et al., 2022; Sodikin et al., 2021). Assertive behavior enhances adolescents' chances of achieving

developmental goals, such as discovering their personal identity (Hutabarat et al., 2021). Adolescents, who typically engage in daily activities at school, require an environment that cultivates assertive behavior. In addition to high self-esteem, an assertive school climate is essential for adolescents to exhibit assertive behavior (Acosta et al., 2018; Astuti & Muslikah, 2019; Ayu, 2020; Filella et al., 2018).

One substantial limitation of this scoping review is its reliance on the systematic literature review method, which, while comprehensive, is inherently limited by the availability and scope of existing literature. Most of the studies included in this review are based on research conducted within Indonesia, which may not fully capture the diverse cultural, social, and educational contexts that influence adolescent behavior and development. As a result, the findings may be less generalizable to adolescents in other countries or regions. Moreover, the use of only secondary sources restricts the ability to directly assess the experiences and behaviors of adolescents themselves. Future research should consider employing primary research methods, such as surveys, interviews, or observational studies, to directly engage with adolescent populations in formal educational settings. Additionally, expanding the research to include global perspectives or focusing on specific geographical regions will enhance the generalizability and applicability of findings across diverse cultural and educational contexts.

CONCLUSION

This study demonstrates that both self-esteem and school climate significantly influence students' assertive behavior, with students' behavior acting as a mediator. Higher self-esteem is associated with increased assertiveness, while a more assertive school climate fosters greater assertive behavior in students. For adolescents, developing high self-esteem and being in a positive school climate are crucial for their social-psychological growth. Furthermore, assertive students contribute positively to the overall school climate, reinforcing a cycle of assertiveness. An assertive school climate, where most members exhibit strong social skills, helps prevent bullying behaviors and supports healthier interpersonal interactions.

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AUTHOR CONTRIBUTIONS STATEMENT

Conceptualization: GPD and MST; methodology: MST; Initial literature search, screened articles for inclusion, and extracted data from selected studies: GPD; thematic analysis and synthesis of findings/formal analysis: GPD; writing - original draft preparation: GPT; writing review and editing, MST; supervision: MST. Both authors approved the final manuscript for submission and agreed to be accountable for all aspects of the work.

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APPENDIX

Table 2. Summary of Previous Research Data that Inclued in Study (N = 30)

No	Author(s)	Year	Title	Result/Conclusion
1	Ardaningrum & Savira,	2022	Hubungan Antara Harga Diri Dengan Perilaku Asertif Mahasiswa Selama Masa Pandemi.	There is a relationship between the variables of self-esteem and assertive behavior.
2	Acosta, Chinman, Ebener, Malone, Phillips, & Wilks	2018		School climate influences student behavior.
3	Aryanto, Arumsari & Sulistiana	2021	Hubungan Antara Harga Diri Dengan Perilaku Asertif Pada Remaja. Quanta.	Self-esteem has positive impact on assertive behavior.
4	Astuti & Muslikah	2019	Hubungan Antara Konsep Diri Dengan Perilaku Asertif Siswa Kelas XI.	Self-concept has positive impact on assertive behavior.
5	Ayu	2020	Konsep Diri, Regulasi Emosi, dan Asertivitas pada Mahasiswa.	The variables of self-concept and emotional regulation have a positive effect on assertiveness.
6	Ayuwandari, Rini, & Pratitis	2023	Perilaku Bullying pada Siswa Sekolah Menengah Pertama (SMP): Menguji peran dukungan sosial dan perilaku asertif.	There is positive impact of bullying on social support and assertive behavior
7	Carretero, Pastor, Rosa, & Carvello	2021	School Climate, Moral Disengagement and, Empathy as predictors of Bullying in Adolescents.	School climate predicts bullying by examining students' morale, empathy, and victimization.
8	Carstensen & Klusmann	2021	Assertiveness and Adaptation: Prospective teachers' Social Competence Development and Its Significance for Occupational Well-Being. British Journal of Educational.	The is positive correlation between assertiveness and adaptation.
9	Dorio, Clark, Demaray & Doll	2019	School Climate Counts: A Longitudinal Analysis of School Climate and Middle School Bullying Behaviors. International Journal of Bullying Prevention.	School climate influences student behavior, such as bullying behavior.
10	Drajan, Negru, & Ilie	2020	Self-esteem—The Decisive Difference between Bullying and Assertiveness in Adolescence.	There is positive correlation between self-esteem and assertive behavior. Self-esteem has a positive correlation with positive interaction, and self-esteem has a negative correlation with victimization.
11	Filella, Morente, Oriol, & Llanes	2018	The Assertive Resolution of Conflicts in School with a Gamified Emotion Education Program.	Gamified Emotion Education Program have impact on emotional awareness, emotional autonomy, life competence.
12	Gaffney, Ttofi, & Farrington	2021	Effectiveness of School-Based Programs to Reduce Bullying Perpetration and Victimization: An Updated Systematic Review and Meta-Analysis.	Anti-bullying programs significantly reduced bullying victimization. There was significant heterogeneity between studies for the outcomes of bullying perpetration and bullying victimization.
13	Grazia & Molinari	2019	School Climate Multidimensionality and Measurement: A Systematic Literature Review.	The review synthesizes school climate's multidimensionality, offering tools for actionable insights and future research.
14	Grew, Baysu, & Turner	2022		The school environment as a system influenced by various social and educational experiences that shape adolescents' future outcomes and choices.
15	Husnah, Wahyuni, & Fridani	2022	Gambaran Perilaku Asertif Siswa Menengah Atas.	In 100 high school students in grade XI MIPA, the majority of students' assertive behavior was in the moderate category.

16	Hutabarat, Widyorini, & Rahayu	2021	Harga Diri, Konformitas Teman Sebaya, dan Perilaku Perundungan pada Remaja.	There are positive correlation between self-esteem, peer conformity and bullying behavior in adolescents.
17	Kirana, & Verauli	2018	Assertive Behavior Therapy & Positive Reinforcement Untuk Meningkatkan Perilaku Asertif Siswa Lembaga Bimbingan Belajar Y.	The results of this study indicate that the application of Assertive Behavior Therapy and positive reinforcement is quite good for improving assertive behavior in school-age children.
	Lee, Kim, & Kim	2015	A Meta-analysis of the effect of school-based anti-bullying programs.	Bullying programs that train emotional intelligence, involve peer support with peer counseling, and are embedded in school programs are highly effective in reducing bullying.
19	Lestari & Liyanovitasari	2022	Konsep Diri Remaja yang Mengalami Bullying	Based on the respondents' answers, those who have a positive self-concept include those who know their own condition, accept themselves, and have good social skills.
20	Molinari & Grazia	2020	Students' School Climate Perceptions: Do Engagement and Burnout Matter?	School engagement is linked to reduced boredom; active students thrive in engaging school environments.
21	Noor, Rahman, & Yaacob	2020	School Climate and Academic Performance.	A healthy school climate with a focus on interaction, influences academic achievement, and is related to school facilities.
22	Parray, Kumar, David, & Khare,	2020	Assertiveness Predicts Self-Esteem, Academic Achievement, and Stress: A Study of Kashmiri Adolescents.	The probability of assertiveness affecting self-esteem is about 30 percent. There is a correlation between assertiveness, self-esteem, academic achievement, and stress in students.
23	Ragasukmasuci & Adiyanti	2019	Kecenderungan Remaja Menjadi Pelaku Perundungan-Siber: Kontribusi Harga Diri dan Kesepian.	There is positive correlation of the tendency to become cyberbullying perpetrators and adolescent self-estee,.
24	Safaria & Suyono	2020	The Role of Parent-Child Relationship, School Climate, Happiness, and Empathy to Predict Cyberbullying Behavior.	A positive school climate reduces cyberbullying behavior. Parent-child relationships, empathy, and happiness also contribute to reducing cyberbullying behavior.
25	Sodikin, Keliat, & Wardani	2021	The Effects of Cognitive Behaviour Therapy and Assertiveness Training in Chronic Low Self-Esteem Clients.	CBT and AT therapy are effective in reducing CLSE symptoms.
26	Sriyanto, Abdulkarim, Zainul, & Maryani	2014	Perilaku Asertif dan Kecenderungan Kenakalan Remaja Berdasarkan Pola Asuh dan Peran Media Massa.	Parenting promotes assertive behavior and reduces juvenile delinquency, while mass media hinders assertiveness and increases delinquency. Assertive behavior negatively impacts the likelihood of juvenile delinquency.
27	Tankamani & Jalali	2017	A Comparative aggressiveness and assertiveness in coping style student.	Individuals with emotion-focused coping styles tend to be more aggressive, while those with problem-focused coping styles are more assertive.
28	Tari, Karpika, & Subardjo	2024	Dampak Praktik Perundungan terhadap Partisipasi dan Kesejahteraan Siswa: Kajian Holistik di Sekolah.	School climate influences students' emotional and psychological well-being. Bullying creates a negative school climate. Bullying prevention programs are necessary to foster a positive school climate.

29	Theodore & Sudarji	2019	Faktor-faktor Perilaku Perundungan Pada Pelajar Usia Remaja di Jakarta.	There is a relationship between parenting factors, school factors, self-esteem factors, and group norms with bullying behavior exhibited by the subjects.
30	Yang, Chan, & Ma	2020	School-Wide Social Emotional Learning (SEL) and Bullying Victimization: Moderating Role of School Climate in Elementary, Middle, and High Schools.	There is a relationship between Social Emotional Learning and Bullying Victimization, moderated by school climate.