Integration of Islamic Communication Ethics in Students' Assertive Communication Practices: A Quantitative Study in the Digital Age

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Abstract: This study examines the integration of Islamic communication ethics in students' assertive communication practices in the digital era. The aim of the study was to explore the relationship between the understanding of Islamic communication ethics and assertive communication skills among college students, as well as their impact on their academic and social interactions in cyberspace. The research approach used is Library Research or Integrative Review, which analyzes the current literature from leading academic sources (Google Scholar, Scopus, DOAJ, and Scispace) published between 2015-2024. This study found that students' understanding of Islamic communication ethics had a significant effect on their assertive communication practices, both in digital interactions with lecturers and fellow students. In addition, educational technology, such as e-learning and multimedia, plays a role in improving students' understanding of Islamic communication ethics and assertive communication. Application of princision.

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A.   INTRODUCTION

Assertive communication is the ability to express opinions, needs, and feelings openly and honestly, without harming the other party (Hemavathy & Devi, 2016). In the Islamic context, assertive communication is in line with the ethical principles of Islamic communication that emphasize honesty, decency, and respect for the rights of others (Hasan et al., 2024). The integration between the two can strengthen healthy and harmonious social interaction among students.

Hasan et al. (2024) in their research highlight the importance of understanding Islamic communication ethics in the digital era, especially among the younger generation. They found that the application of Islamic communication ethical principles can improve the quality of online and offline interactions. In addition, research by Najmuddin and Tajibu (2022) shows that ethical communication in Islam can prevent the spread of fitnah and increase trust between individuals. Helandri et al. (2020) also found that students who understand Islamic communication ethics tend to have more polite and responsible communication behavior.

Research by Nuha et al. (2024) shows that assertive communication training can improve students' interpersonal communication skills, especially in expressing opinions clearly and

firmly. Rahman et al. (2021) found that assertive communication styles applied in organizational culture can improve employee performance through increased job satisfaction. Meanwhile, research by Pipas and Jaradat (2010) emphasizes the importance of assertive communication training in the context of education to form a more confident and communicative student character.

Majid et al. (2024) found a positive relationship between students' perceptions of Islamic communication ethics and their assertive communication practices. This study shows that students who understand and apply the principles of Islamic communication ethics tend to be more effective in communicating assertively. In addition, research by Afifi and Kurniawan (2021) shows that verbal communication in accordance with Islamic values can strengthen the message conveyed and increase understanding between individuals.

Research by Munajat et al. (2020) emphasizes the importance of integrating Islamic communication ethics in the higher education curriculum, especially in the Islamic Communication and Broadcasting study program. This integration can form the character of students who are not only academically competent, but also have good morals in communication. In addition, research by Soesanto and Shaufi (2019) shows that ethical communication can prevent the misuse of communication and information technology among students.

Although there have been many studies that have discussed the ethics of Islamic communication and assertive communication separately, there are still few that examine the relationship between the two specifically among students. Most previous studies have focused more on organizational or professional contexts, while higher education contexts are still less explored. Therefore, this study aims to fill this gap by analyzing the relationship between students' perceptions of Islamic communication ethics and their assertive communication practices. It is hoped that the results of this research can contribute to the development of a higher education curriculum that is more holistic and in accordance with Islamic values.

B. METHOD

The research approach used in this study is Library Research or Integrative Review, which focuses on the collection and analysis of literature related to the relationship between Islamic communication ethics and assertive communication among students. This approach was chosen because it allows researchers to analyze a variety of existing literature to identify key findings and gaps in previous research. Thus, this study aims to provide a deeper understanding of how these two variables interact with each other in the context of students, as well as contribute to the development of a higher education curriculum based on Islamic values. The literature to be analyzed includes relevant articles published in the period 2015 to 2024, showing the latest findings in this field.

The main data sources used in this study are scientific articles available in the Google Scholar, Scispace, DOAJ, and Scopus databases. The literature used comes from international and national publications that are relevant to the topic of Islamic communication ethics and assertive communication, as well as the relevance of both in the context of higher education. The inclusion criteria include articles published in indexed academic journals, which address

directly Islamic communication, assertive communication, or both in an educational context. The selected article must be of good methodological quality and high topic relevance, and be published within a time span between 2015 to 2024. Articles published in conferences, research reports, or non-academic sources will be excluded.

The literature search process will be carried out using relevant keywords such as "Islamic communication ethics", "assertive communication in Islam", and "student communication behavior" in each database mentioned. This literature search aims to find articles that are not only relevant, but also have an impact on the development of understanding of Islamic communication and assertive communication. After the search process, the literature found will be filtered based on the inclusion and exclusion criteria that have been set. Furthermore, articles that meet the criteria will be analyzed to identify key findings and patterns in the study related to the two variables discussed.

The literature selection procedure will include two stages. The first stage is to match the article with the inclusion and exclusion criteria that have been described earlier. Articles that are irrelevant or published outside of the specified time period will be excluded from the analysis. The second stage is the analysis of the quality of the article methodology, which will include an assessment of the validity of the research instrument and the accuracy of data processing in each selected study. Only articles that demonstrate adequate methodological quality will be considered in further analysis.

The data analysis method in this study is the narrative synthesis technique. Data from the relevant literature will be systematically compiled to identify key themes related to the relationship between Islamic communication ethics and assertive communication. The key findings from each study will be combined to provide a more comprehensive picture of the phenomenon being studied. To ensure validity and reliability, this study will refer to the guidelines commonly used in integrative review as suggested by Whittemore et al. (2001) and Torraco (2005), which prioritize transparency and conformity in the selection process and data analysis.

C. RESULTS AND DISCUSSION

1. Students' Understanding of Islamic Communication Ethics in the Digital Era

Students' understanding of Islamic communication ethics in the digital era is an increasingly relevant theme along with the rapid development of information and communication technology. This research aims to explore important aspects of communication ethics among students, taking into account Islamic values in a digital context. First, communication ethics in digital interaction involves how students communicate with lecturers and fellow students through digital media. This shows the importance of using good ethics in communication, where students are expected to behave politely and respectfully. A study shows that students need to be aware of the importance of ethics in communicating on social media; for example, many students use polite expressions such as "thank you" when interacting with lecturers through electronic messages Sudarto (2024)Abidin & Wandi (2023). However, the analysis of student communication behavior also reveals.

2. **Students' Understanding of Islamic Communication Ethics in the Digital Era is an Increasingly Relevant Theme Along with the Rapid Development of Information and Communication Technology.**

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3. **The Relationship Between Islamic Communication Ethics and Students' Assertive Communication Skills.**

The relationship between Islamic communication ethics and students' assertive communication skills has an important meaning in the formation of good student behavior in today's digital era. Islamic communication ethics, which are sourced from the Quran and Hadith, emphasize politeness, honesty, and respect for each other in communicating (Ahmadi & Gunarti, 2023). At the same time, assertive communication skills teach individuals to express their opinions, feelings, and needs in a clear and direct way, but still be mindful of the rights of others (Aprilistyan & Ikhwan, 2022). These two concepts complement each other and support the development of student character.

First of all, Islamic communication ethics form the basis for respectful interaction in an academic context. Sari said that a good understanding of communication ethics is very important to direct students to behave according to applicable norms (Sari, 2020). This is included in the context of assertive communication, where students are expected to not only express their opinions but also do so in a way that does not offend others. By having a strong

understanding of Islamic communication ethics, students can avoid aggressive or degrading communication behaviors when interacting.

Furthermore, research by Abidin and Wandi shows that there is still a lack of awareness among students about the ethics of communicating with lecturers on digital platforms, which has the potential to disrupt academic relationships (Abidin & Wandi, 2023). In this case, assertive communication skills are in high demand. By integrating the principles of Islamic communication ethics, students can learn to communicate assertively while maintaining the norms of politeness taught in Islam. This includes the way students ask for help or clarification from lecturers using polite language and respecting the lecturer's time, which is in line with Islamic teachings about respecting others.

In addition, character education through the training of assertive communication skills based on Islamic communication ethics can be an effective strategy in strengthening the relationship between these two aspects. Tiara and Khotimah emphasized the importance of involvement in organizations that can improve students' assertive communication skills (Tiara & Khotimah, 2023). The application of Islamic communication ethics-based training in various student organization activities can facilitate students to practice and hone their assertive communication skills in a broader context, while still maintaining noble values in communication.

Finally, in the context of social media, the application of Islamic communication ethics is becoming increasingly relevant. Afriani and Azmi emphasized the importance of applying ethics in social media, which includes not disseminating information that can trigger conflicts and maintaining the privacy of others (Afriani & Azmi, 2020). In this case, students who have assertive communication skills will be better able to respond to information wisely and without negative emotions, which is very important in maintaining a healthy atmosphere of social interaction in cyberspace. Thus, the relationship between Islamic communication ethics and assertive communication skills is not only important for forming communicative individuals but also for creating a productive and harmonious academic environment.

D. CONCLUSIONS AND SUGGESTIONS

Based on the discussions that have been conducted, it can be concluded that the integration of Islamic communication ethics in students' assertive communication practices, especially in the digital era, is very important to improve the quality of their social and academic interactions. Students' understanding of Islamic communication ethics affects their ability to communicate assertively, both in direct and digital interactions. Educational technologies, such as e-learning and multimedia, play an important role in conveying the concepts of communication ethics in an interactive and engaging way, which in turn strengthens students' understanding. The application of Islamic communication ethics in the context of social media is also very relevant, given the huge role social media plays in students' lives, allowing them to interact in a more open environment but also more vulnerable to conflict and misunderstanding. Therefore, the development of a higher education curriculum that integrates Islamic communication ethics and assertive communication skills is an urgent need to prepare students to become individuals who are not only competent in the academic field, but also responsible in social interactions in cyberspace.

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