

Increase Teacher Motivation

(Learning through Interpersonal Communication for Student Achievement SD–SMP Dewata Ciwidey Bandung Regency)

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Abstract—The teaching and learning process is essentially a communication activity between teachers and students. Teachers are obliged to motivate students to improve their learning to achieve achievement. This study aims to obtain data and information about teacher motivation in teaching and educating students through interpersonal communication. The method used is quantitative with a descriptive approach. The results showed that based on questionnaire data distributed to teachers of SD - SMP Dewata that there was an increase in teachers' understanding of motivation and interpersonal communication. In conclusion, good communication between teachers and students related to motivation is important to improve so that in learning the students are enthusiastic and the teacher is enthusiastic.

Keywords—increased motivation, teachers, students, learning, interpersonal communication

I. INTRODUCTION

The learning process will be successful when students are motivated in learning. Therefore, teachers need to foster student learning motivation. To obtain optimal learning outcomes, teachers are required to be creative in generating student learning motivation, so that effective student learning behavior is formed [1]. Motivation is an encouragement and even determines the direction to do something or create an idea. When humans are overwritten by a burden or problem that's where motivation plays a role. Motivation is always embedded with the goals that have been planned, both individuals and organizations. Kreitner and Kinicki [2] explain that achievement is influenced by motivation. Motivation is the will in the individual to act to meet his needs.

Teachers who are assumed to be knowledgeable, meritorious, and broad-minded, deserve to maintain their credibility. In the Quran Surah. Al Mujadilah: 11 Allah says [3]: *"O you who believe, when it is said to you, 'Be spacious in the assembly', then expand, surely Allah will provide spaciousness for you. And when it is said, 'Stand up', then stand up, Allah will exalt those who believe among you and*

those who are given knowledge by several degrees. And Allah is Knowing of what you do."

Knowing the condition of Dewata village, precisely the location of elementary and junior high school at Dewata, Pasirjambu, Ciwidey, is a concern, because to go to distant schools, the transportation is assisted by the Dewata Tea company PT Chakra by using a tea truck. Environmental conditions make students and teachers feel alienated and sometimes bored in the learning process. This monotonous condition if left for too long may affect motivation. So, both teachers and students are required to have extra motivation both to go to school and study at home¹. To overcome such conditions, innovative communication-based learning is needed as an alternative to revive the enthusiasm of teachers to teach and students' passion to learn.

Learning motivation is needed to overcome several factors, including do not know themselves, less attractive because of the monotonous delivery method, and are less familiar. This condition can reduce students' enthusiasm for learning and will not be effective. To increase this motivation, one way is by interpersonal communication.

Related to learning activities, motivation can be said as the overall driving force in students to ensure the continuity of learning activities and provide direction for learning activities in achieving the desired goals [4].

During the pandemic, educators are required to be creative to adapt with technology. The dynamics of such a complex learning is a challenge that must be faced with great steadfastness and patience. It is difficult to get a mobile phone facility for some people and network disturbances are part of the challenge. In the process of giving understanding to humans, good communication is needed and is easily understood by them. Through the communication process, humans will observe, pay attention, and record all the responses given by the message giver. In accordance with Harold Lasswell's theory which explains communication as disseminating information, persuading, and carrying out

instructions so that in carrying out communication there can be a common perception, knowledge, and behavior change [5].

Interpersonal communication is one that is suitable for direct or face-to-face interaction. Communication is an important element in educational organizations for the delivery and reception of messages that can be in the form of subject matter, so that relationships are established between fellow students and educators to realize the cooperation needed for the achievement of goals. Therefore, learning achievement that shows work or performance is influenced by internal factors and external factors. Internal factors can include motivation, interests, attitudes, and communication skills. An educator must have good communication competence. Competence is the application of knowledge and values into skills that are carried out in everyday life.

According to Haq [6], interpersonal communication is the process of delivering and receiving messages between the sender of the message (sender) and the recipient of the message (receiver) either directly or indirectly. Communication maintains motivation by providing explanations, therefore communication will be fulfilled at least it must involve three components, that is communicator, message, and communicant. Effendy [7] suggests that interpersonal communication is the delivery of messages by one person and the recipient of the message by another person or a small group of people, with various impacts and with the opportunity to provide immediate feedback. Then, Devito [8] suggests that interpersonal communication can be seen from three main approaches: component approach, reciprocity, and development side. The definition of interpersonal communication based on the component approach is the delivery of messages by one person and the reception of messages by another person or a small group of people, with various impacts and opportunities for providing feedback. While the definition of interpersonal communication in terms of reciprocal relationships is communication that takes place between two people who have a steady and clear relationship.

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Factors that influence interpersonal communication according Wursanto [9] as follows, Trustworthiness. Trust between the communicator and the communicant is very necessary if there is no mutual trust then the communication is unlikely to go well, Relationship. The relationship between the communicator and the communicant as well as the situation when the communication takes place also greatly affects the level of success, Satisfaction. The communicant has satisfaction so that communication runs effectively, and the desired goal of the communicator is achieved, Clarity. There is clarity of information conveyed, Continuity and consistency. Communication is carried out continuously and continuously with the information that has been conveyed, The ability of the recipient of the message. The communicator can adapt to the communicant, namely from the use of language, and Message delivery channel. In the message delivery channel, the communicator should choose a communication channel that is already known or commonly used.

II. METHODS

The research method used is a quantitative research method with a descriptive approach involving 8 Dewata Elementary school and Junior high school teachers as respondents in filling out questionnaires as a source of research data. Then the researchers examined the increase in teacher motivation through interpersonal communication to improve student achievement in Dewata is Elementary school and Junior high school.

Data collection techniques are carried out by studying the literature by collecting various supporting data from various media, books, journals, and the internet. (2) observation by observing the situation directly in the field or observing the activity of a process with the intention of feeling and then understanding the situation of a phenomenon based on previously known knowledge and ideas, to obtain the required information, and (3) questionnaires. Questionnaires or often referred to as questionnaires are methods of collecting data by giving or asking a set of questions or written statements to the respondents.

III. FINDINGS AND DISCUSSION

In communicating, good interpersonal relationships are needed between communicators and communicants, so that good feedback will also be created.

A. Findings

1) *Teacher and student motivation:* With motivation, students' learning activities are awakened. In addition, several factors that make students passionate, such as maturity, good relations between students and teachers, verbal abilities, level of freedom, sense of security, and teacher communication

skills also contribute. When teachers give students free expression opportunities, they seem excited.

2) *Teacher-student interpersonal communication:* A number of teachers tried to explore the environmental conditions of students who are generally the daughters of tea plantation employees. Often talk from heart to heart to give them a sense of optimism. Because Dewata's elementary and junior high school students are generally simple people, their approach also follows a current trend, that must be humanistic and must be full of understanding and patience. Various efforts were made to keep the students enthusiastic and not discouraged, even though the school facilities were what they were.

3) *Style and communication in learning:* The teacher's style when teaching is different from the style of general teachers in other schools. Considering the environmental conditions, the style that is similar to storytelling/fairy tales, the "game" style, and the "forced" casual speaking style, the important thing is that the material can be entered, understood by students, not boring, and on target. The teacher tries to build familiarity with the students so that they do not hesitate to ask questions or ask for difficult subject matter.

4) *Teacher-student interpersonal communication strategy:* When the teacher begins to enter the class, he does not immediately teach, but asks the students first about what is needed regarding the material to be delivered. Students are welcome to talk as widely as possible regarding the material without having to be afraid of making mistakes because they are studying. Students are invited to dare to express what they want and their opinions. From there a discussion arose which encouraged other students to ask questions or have discussions. Courage is built so that their confidence emerges. By paying attention to such conditions, the teacher pretty much guides students towards positive and optimistic thinking.

B. Discussion

1) *Teacher and student motivation:* In learning, motivation is needed, because motivation will determine the intensity of the learning effort for students. Educators are required to be an encouragement to their students.

Completing this learning process, there are three main things to know yourself that are of concern to educators. Self-knowledge or better known as self-awareness is the ability to understand one's own feelings, thoughts, and behavior. Self-Awareness is related to values, strengths and even ambitions. There are several steps that can be taken as described below [10]:

a) *Self-love (accepting yourself):* Knowing yourself is important, especially for those who work as educators. Knowing yourself will help educators in objective conditions to understand what is happening to themselves related to self-development and abilities possessed. Do not focus on the

shortcomings but see what advantages you have and what improvements will be made.

b) *Independence:* The teacher presents the intricacies of life to students solely for the provision of independence. It is said that the journey of life is sometimes not based on will or self-decision but is heavily influenced by the opinions of people around and even the community. Knowing yourself will avoid negative labels on yourself. This labeling often directs someone to do something in accordance with the label given by others. As the person who knows himself best, he deserves the most right to be able to make decisions. Knowing yourself helps the confusion of negative labeling, so that you can develop yourself to be focused and no longer have time to take care of other things that are not your domain.

c) *Clear decision choice:* It is not uncommon to experience confusion in decision making. Millennials often call it confused, because they don't have enough confidence to be confident, even though self-confidence can encourage them to make clear decisions [10]. The teacher invites and reminds students that in making decisions it is better to involve or ask for help from the closest people, parents, siblings, brothers, and teachers. In this way the mental burden of students is reduced.

Another view of Crown in Meg Selig [11], to know oneself requires a VITAL sign.

- V = Values: Finding your value as an educator will help you to continue to be passionate about providing the best learning. The profession of educators who are projected within themselves to become creative and intelligent teachers can be ammunition or provisions to convey creative and constructive messages in every lesson. Values like this will be able to enrich the material in each presentation. More complete, accompanied by spiritual whispers into the ears of students before studying with a prayer for the presence of the Divine Rabbi.
- I = Interest: Interest is important. The journey of learning to know oneself is an effort to increase the awareness of educators in raising the spirit of learning in students. The teaching and learning process is not just conveying material but creating how the material is interesting for students to follow. Interpersonal communication is built to get to know each other between educators and students.
- T = Temperament: Temperament describes how the teacher reacts to something. Attitudes taken by educators in responding to something will be seen and studied by students. This temperament is trained and built to produce a positive impression. Doing something with a temper out of control will be in vain, inner relationships tend to be disturbed.
- A = Autoclock: Autoclock is a habit related to biological time, just as the habit of waking up will reflect discipline

in respecting time. Recognize autoclock so that everything it does is effective.

- L = Life mission / goal: As educators, we realize that our mission is to spread goodness. Therefore, the tasks carried out must provide benefits to the community. Religious people believe that everything must be worth worship and there is a calculation. The angels take notes and Allah is the One who makes the decisions. The spirit of creativity continues to be built and inner comfort continues to be maintained.

According to Abraham H. Maslow [12] the theory of motivation called the theory of needs is as follows:

- Physiological needs, where the need to survive such as the need for food, water, air, and sleep.
- The need for a sense of security, where the need for security for protection from hazards at work.
- Social needs, where the need for close friendship with other people.
- The need for respect, where the need to be respected for recognition of one's abilities and work skills.

Self-actualization needs, where the needs are related to the process of developing the true potential of a person.

As mentioned above, the theory states that motivation is a need. The percentage of teachers' understanding in Dewata Elementary school and Junior high school regarding increasing motivation, based on the data from the results of answering the pre-test and post-test questions (Table 1 and Table 2):

TABLE I. PRETEST RESULTS

No	Question	Correct Answer		Wrong Answer	
		Quantity	%	number	%
1	Relation of self and motivation	0	0%	8	100%
2	The importance of knowing yourself	6	75%	2	25%
3	Influence of life goals	0	0%	8	100%
4	Recognizing the loss	0	0%	8	100%
5	Positive conditions that must be maintained	1	12.5%	7	87.5%
6	Correct statement about habit	6	75%	2	25%
Average		27%		73%	

TABLE II. POSTTEST RESULTS

No	Question	Correct answer		Wrong answer	
		number	%	number	%
1	Relation of self and motivation	2	25%	6	75%
2	The importance of knowing yourself	6	75%	2	25%
3	Influence of life goals	0	0%	8	100%
4	Recognizing the loss	0	0%	8	100%
5	Positive conditions that must be maintained	6	75%	2	25%
6	Correct statement about habit	8	100%	0	0%
Average		54.2%		45.8%	

Based on the data above, it can be concluded that the teacher's understanding of increasing motivation before being given the material is only 27% who answered correctly. After being given the material, it increased by 27.2% so that those who answered correctly on the Post-test questions were 54.2%. As for the attention to the two questions, there was no increase in understanding, namely about the influence of life goals and recognizing loss events.

In accordance with the above theory (Maslow) that motivation is a need, especially social needs, and self-actualization needs. If the teachers understand the material that has been delivered, the potential will certainly increase. If the teacher can know himself and increase teaching motivation, then the teacher can pass it onto students in the class.

A teacher acts as the originator of an idea, both in delivering subject matter and in other teaching and learning activities, so that they can easily direct students towards the creation of an optimal goal. There is one more role of a teacher that cannot be avoided from the teaching and learning process both inside and outside the classroom, namely as a motivator who is obliged to motivate every student so that the final goals and ideas expressed by the teachers can run optimally and change their minds protege [6].

In this case of motivation, the teacher continuously and continuously builds good communication with students. Communication is an important element in educational organizations for delivering and receiving messages related to the subject matter, so that students feel cared for and eager to achieve goals.

2) *Teacher-student interpersonal communication:* The message that the teacher conveys to students is as important as the message conveyed to others. Teacher professionalism applies. During the learning process, It is important for teachers to pay attention to 3 elements which include clarity, consistency, and caring.

a) *Clarity:* The message conveyed by the teacher is easy for students to understand and understand. Teachers take time to prepare themselves by taking important notes and accurate information. Give time to students to talk, ask questions or express opinions.

b) *Consistency:* Close kinship and mutual trust between teachers and students are maintained, and as educators, teachers try to be consistent in communicating.

c) *Care:* The concern sincerely to help learning, safety, and comfort of students are part of the daily activities of SD-SMP Dewata teachers. With positive communication, the exchange of ideas and messages will produce something better for teachers and students so that changes in attitudes and behavior of teachers and students in a positive direction are the expectations of the parties.

3) *Style and communication in learning:* Based on research and observations. There are six types of effective communication between teachers and students related to

learning, namely friendly or friendly, concise/short, attentive, fun, relaxed, and dramatic.

In learning at Dewata's elementary and junior high schools, the six types when applied are not easy. Friendliness and building friendships with students whose motivational intentions are arranged in such a way as not to give the impression of "everything is easy". Regarding the principle of learning to remain firm and disciplined. On the one hand, students feel close to the teacher and on the other hand there is an absolute obligation to obey school rules. Communication with students in short-compact language is maintained so that they do not lose their way. The student's steps are followed by the teacher's attentiveness which usually involves students without discrimination to comment or emphasize important points in learning in fun ways, so that students feel guided and encouraged by the teacher's attention. Students feel the seriousness of learning, but feel relaxed, because the teacher conveys the material very relaxed, easy for students to digest and remember. The teacher attracts students' attention and makes them focus on the subject matter presented by the teacher. Teachers try to be confident, maintain competence, control themselves along with the increasing competence of students. Then the teacher gives a strong impression effect on students when giving lessons. That's called dramatic, of course, by prioritizing positive values. The following are the characteristics of positive communication in learning [13]. Then the teacher gives a strong impression effect on students when giving lessons. That's called dramatic, of course, by prioritizing positive values. The following are the characteristics of positive communication in learning [13]. Then the teacher gives a strong impression effect on students when giving lessons. That's called dramatic, of course, by prioritizing positive values. The following are the characteristics of positive communication in learning [13]:

- Clear message: The message the sender wants to convey must be simple, easy to understand and systematically structured to maintain its meaning.
- Correct Message: The information communicated must not be vague or erroneous in any sense it must be free from errors and grammatical errors.
- Complete Message: Communication is the basis for decision making. If the information is incomplete, it can lead to wrong decisions.
- Precise Message: Messages sent should be concise and concise to facilitate direct interpretation and take the desired steps.
- Reliability: The sender must be sure from his destination that whatever he conveys is correct to the best of his knowledge. Even the recipient must have trust in the sender and be able to rely on the message being sent.
- Recipient Considerations: Communication media and other physical arrangements should be planned, keeping

in mind the attitude, language, knowledge, educational level, and position of the recipient.

- Sender's Courtesy: Messages that are structured in such a way should reflect the courtesy, humility, and respect of the sender towards the recipient.

4) *Teacher-student interpersonal communication strategy*: In line with Yvonne Bender's view in Taufik [14] which offers several strategies for effective communication skills, teachers at Dewata Elementary and Middle Schools and students try to adjust the moment of communication that fits the situation, calculate the span of control with open communication, build positive thinking, and actively engage in activities to achieve common goals. In addition, teachers trying to build mutual respect with students will be a plus or a positive note.

Inappropriate choice of words can make the interaction between teachers and students less good, therefore, according to the directions, when teachers of Dewata Elementary school and Junior high school teach, communication is considered and tries to avoid negative-sensitive sentences that can lead to confrontation. and indifference (such as the expression; uneducated, lazy, and stupid). In addition, teachers try to avoid conflicts with students which can harm all parties. Teachers do not get caught up in confrontation and conflict but try to focus on problem solving. In addition, carelessness is avoided. The teacher tries to organize and plan a positive communication system with parents. Also pay attention to the duration of the activity, frequency, topic, activity achievement targets, and communication media used in learning. Then ensure students access the latest information whether by WhatsApp and SMS, telephone, voice messages or video recordings, or through video conferencing applications (Zoom, Google Meet) by first knowing the tools used by students. The following is the understanding of Dewata Elementary and Junior High School teachers regarding Interpersonal communication based on the results of answering the pre-test and post-test questions (table 3 and table 4):

TABLE III. PRETEST RESULTS

No	Question	Correct Answer		Answer Wrong	
		Quantity	%	number	%
1	Definition of Interpersonal communication	0	0%	8	100%
2	The importance of openness in interpersonal communication.	8	100%	0	0%
3	interpersonal communication Effectiveness	3	37.5%	5	62.5%
4	Communication context that affects interpersonal communication.	0	0%	8	100%
5	Messages in interpersonal communication.	6	75%	2	25%
6	interpersonal communication. competence.	2	25%	6	75%
Average		39.6%		60.4%	

TABLE IV. POSTTEST RESULTS

No	Question	Correct answer		wrong answer	
		number	%	number	%
1	Definition of Interpersonal communication	2	25%	6	75%
2	The importance of openness in interpersonal communication.	8	100%	0	0%
3	interpersonal communication Effectiveness	6	75%	2	25%
4	Communication context that affects interpersonal communication.	4	50%	4	50%
5	Messages in interpersonal communication.	7	87.5%	1	12.5%
6	interpersonal communication. competence.	5	62.5%	3	37.5%
Average		66.7%		33.3%	

The data above shows that the teacher's understanding of improving Interpersonal Communication before being given the material is only 39.6% who answered correctly. After being given the material, it increased by 27.1% so that those who answered correctly on the Post-test questions were 66.7%. The questions given in the pre-test and post-test are the same, so there is an increase in correct answers to each question, except for the question of how important openness is in interpersonal communication.

Good communication between teachers and students will certainly have a positive impact on the quality of student learning, namely by increasing student achievement. On the other hand, poor communication may result in a decline in student achievement. The teaching and learning process is essentially a communication process, namely the process of delivering messages from the source of the message through certain channels/media to the recipient of the message.

This learning achievement will continue to increase along with the increase in interpersonal relationships which are factors that can support the quality of communication itself. The factors in question [15] are Trust, consisting of readiness to accept without judging, easy to understand what others are experiencing or empathy, and honesty that makes people trust and sympathize. Then the Supportive Attitude which tries to reduce the defensive attitude in communicating, so that personal factors such as fear and anxiety are resolved. Continued the Open Attitude which has a great influence in growing effective interpersonal communication. As stated by Devito [8] that interpersonal communication is the delivery of messages by one person and the recipient of the message by another person or a small group of people [7].

In essence, interpersonal communication is communication between people face to face, which allows everyone to capture the reactions of others directly, both verbally and non-verbally. Interpersonal communication as a tool to influence or persuade others. Face-to-face communication makes people feel more familiar with each other, in contrast to communication through

mass media such as newspapers, television, or through the most sophisticated technology [16].

The effectiveness of an interpersonal communication must include all the aspects needed [8] consisting of, Openness, empathy, supportive attitude, positive attitude, and equality. Good and pleasant interpersonal communication can facilitate the delivery of messages in learning, this will result in learning achievement [17].

In connection with the descriptions of the experts, teachers at Dewata Elementary and Middle School are invited to understand the Basics of Communication and Interpersonal Communication Techniques to create a comfortable and open environment, so that mutual trust and mutual motivation grows.

IV. CONCLUSION

In presenting the material, the teacher has a role as the originator of creative ideas to direct students to the expected goals. Each student or student has a different sensitive period and is individual in line with the rate of growth and development of children according to their individual needs. The attached figure of children in the classroom is a teacher who deserves to provide the stimulation that children need according to their developmental needs.

Increased motivation of teachers and students through interpersonal communication in learning activities is influenced by various factors, such as motivation, maturity, student-teacher relationship, verbal ability, level of freedom, sense of security, and teacher communication skills. The more precise the motivation given, the more successful the lesson will be understood by students. Likewise, continuous, and sustainable interpersonal communication will have an impact and feedback opportunity, so that the inner relationship between teachers and students will be attached in the long term.

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