

Development of Interpersonal Communication Scale for Young Children

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Abstract

Communication is one of the most important aspects in achieving early childhood development tasks. Children who have difficulty communicating will have difficulty adjusting to their peers and their environment. The purpose of this study was to develop an instrument of interpersonal communication scale for early childhood. This study used research and development (R&D) methods. The sample involved in this study amounted to 49 early childhood children in the city of Bandung and its surroundings. The results showed that: 1) the content validity carried out by five experts with the Aiken formula calculation showed a score of 0.87 with 20 valid items out of 33 items; 2) the reliability test of the instrument using the Cronbach Alpha formula obtained a score of 0.952; 3) KMO value was 0.863; 4) Barlett's Test obtained was 0.00; 5) the anti-image correlation and the communality test did not invalidate *any items* therefore there were 20 items in the good category; 6) the total variance of explain with a percentage of 71,449%; and 7) of the 20 factors, there were 3 factors that could explain the total diversity.

Keywords: Scale, interpersonal communication, young children, early childhood.

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INTRODUCTION

Humans are social beings who interact with other humans every day, the process of interaction begins with communication (Nugraheni & Mentari, 2021; Xiao, 2018). (Johnson & Johnson, 1991) stated that a person communicating with other people must be able to initiate, develop and maintain close, warm, and productive communication with others, so a number of communication skills are needed. Keith Davis, in his book "Human Relations of Work" that communication is the process of passing information and understanding from one person to another (Davis, 1962). (Berger, 1977; Bylund *et al.*, 2012; Nadia *et al.*, 2020; Pertamasari & Supratman, 2021) suggested that interpersonal communication is the process of delivering messages to the recipient of the message with an awareness to influence the attitudes and behavior of the recipient of the message, the existence of interpersonal communication plays an active role in life.

(DeVito, 2010), argues that interpersonal communication is a verbal and nonverbal interaction between two (or occasionally more than two) people who are dependent on each other. The functions of interpersonal communication, include 1) meeting social and psychological needs, 2) developing self-awareness,

3) maturing social conventions, 4) consistency in relationships with others, 5) getting a lot of information, and 6) can influence others or be influenced by others.

In interpersonal communication there are several important components or important elements, namely: source - receiver, message, encoding-decoding, media/channel, noise, feedback, context, and ethics (Badawi & Rahadi, 2021; Endah *et al.*, 2021; Widodo *et al.*, 2021). (Eganov *et al.*, 2020; Merta, 2019; Triwardhani *et al.*, 2019) In addition, interpersonal communication also has 5 characteristics, which are: first, interpersonal communication is communication that involves two or more individuals, each of which is interdependent. Second, interpersonal communication is inherently relational. Third, interpersonal communication involves verbal and nonverbal messages. Fourth, interpersonal communication takes place in various forms. Lastly, interpersonal communication involves a variety of choices.

Interpersonal communication can be effective, it must have five aspects of communication effectiveness (DeVito, 2010), as follows:

1. Openess

Refers to the openness and availability of

communicators to react honestly to incoming stimuli and the openness of participants in interpersonal communication to the people invited to interact.

2. Emphaty

Empathy is putting ourselves emotionally and intellectually in someone else's position.

3. Supportiveness

Supportive attitude can reduce defensive communication which is the third aspect of communication effectiveness.

4. Positiveness

Someone who has a positive self-attitude will also communicate positive things. A positive attitude can also be triggered by encouragement (stroking), namely behavior that encourages respect for the existence of others.

5. Equality

Equality is an acknowledgment that each party has something important to contribute. Interpersonal communication is the sending of messages from one person and received by others with immediate effect and feedback.

Early childhood education is a form of education that focuses on laying the foundation for growth and development (Etivali, 2019; Sugiarto, 2021). The growth and development include physical development (gross and fine motor coordination), intelligence (thinking power, creativity, emotional intelligence, and spiritual intelligence) social emotional (attitude and behavior as well as religion), language and communication, according to the uniqueness and stages of development. stages of development that are passed by early childhood (Nuraini & Sujiono, 2012).

Communication is one of the most important aspects in achieving early childhood development tasks (Bahri, 2018). (Lubis *et al.*, 2020; Rahmadina *et al.*, 2021) Children who have difficulty communicating will have difficulty adjusting to their peers and their environment. If communication skills are hampered, it will cause non-optimal fulfillment of developmental tasks. Impaired communication skills can also affect learning achievement.

Communication skills are not limited to whether or not they are good at speaking and as much as what children talk about, but how educators and parents are able to create good, fun, and useful conversations for children (Suen *et al.*, 2020; Winarti *et al.*, 2021). With the establishment of good communication between educators, parents and students, the teaching and learning process that occurs at school and at home will take place well and optimally. The dynamic interaction between educators, parents and students will create a dynamic learning

climate so that students can follow all the activities and lessons taught, interactions that exist at school and at home in the teaching and learning process are to deepen students' personalities, stimulate intelligence, and hone students' talents.

The purpose of this study is to develop an interpersonal communication instrument in early childhood in general and specifically, namely on what dimensions and indicators underlie the concept of interpersonal communication in early childhood and how the validity and reliability of interpersonal communication instruments are developed.

The development of this interpersonal communication instrument is described based on the theoretical concept of Joseph A. DeVito in terms of several reasons, namely in terms of dimensions that are developed more comprehensively. This interpersonal communication instrument needs to be developed because some early childhood education levels do not yet have interpersonal communication instruments to measure early childhood interpersonal communication skills. In addition, the development of this instrument will provide convenience to teachers at school and parents at home in creating harmony in the learning process and achieving optimal child development tasks.

METHODS

Development Model

The method used in this research is research and development (R&D) method. (Sugiyono, 2016) said that R&D is a research method used to produce certain products and test the effectiveness of these products so that later they can be useful for the wider community. The development model that will be used as a reference in this research is the development model by Saifudin Azwar. The development model was chosen on the grounds that this research will focus on developing instruments related to psychological scales.

A psychological scale or scale is made to reveal aspects of an individual's personality such as attitudes towards something, motivation, emotional stability, and so on (Azwar, 2012). The scale model used in this study is a Likert scale because it serves to measure attitudes, opinions, and perceptions about social phenomena. This social phenomenon has been previously determined by researchers, hereinafter referred to as research variables (Sugiyono, 2016).

The development model procedure according to (Azwar, 2012) consists of nine stages which include: 1) identification of measuring objectives, 2) limitation of measuring domains, 3) operational aspects, 4) item writing, 5) language testing, 6) field tests, 7) item selection, 8) construct validity, and 9) final compilation. However, this research process will not completely be similar to that procedure because it adapts to the needs of developing interpersonal communication scale

instrument products for early childhood. In stages 6 and 7, namely field tests and item selection, researchers will combine them in the field trial stage. Then the researcher changed the construct validation stage to the content validation stage which involved expert judgment in the item review process with the consideration that the interpersonal communication scale instrument was still used on a limited basis. Content validation is carried out simultaneously with the item writing stage.

Study Sample

This study involved a sample of 49 young children taken from several schools in the city of Bandung and its surroundings.

Study Instruments

The instrument that was developed in this study was the interpersonal communication scale instrument for early childhood. In the interpersonal communication scale instrument, there is a scoring with the criteria of Developing Very Well (BSB), Developing According to Expectations (BSH), Starting to Develop (MB) and Not Developing (BB). Each criterion has a weighted score of 4, 3, 2 and 1, respectively.

Data Analysis

Data analysis in this study was carried out by going through the content validation and reliability tests. The validity stage involves experts (expert judgment) who are competent in the field of guidance and counseling. Expert validation aims to obtain information regarding the suitability of the instrument with the research objectives contained in the sub-aspects and indicators. Calculations using MS. Excel by using aiken formula as follows:

$$V = \frac{s}{n(c-1)}$$

Description:

$$s = r - lo$$

lo = The lowest score for the validity assessment (in this case is 1)

c = The highest score of validity assessment (in this case is 4)

r = The score given by the assessor

n = Number of *Experts*

After testing expert judgment, the researcher conducted a reliability test to determine the level of reliability of the instrument so that it can be trusted to be used as a data collection tool (Arikunto, 2018). The reliability test was carried out using the Alpha Cronbach formula which was processed through the SPSS for windows version 22.0 calculation tool. The Alpha formula is used to find the reliability of instruments whose scores are not 1.00 and 0 (Arikunto, 2018). Therefore, the closer the score is to 1.00, the higher the reliability.

RESULTS AND DISCUSSION

Results

The results of the research are described based on the steps that have been taken to obtain a valid and reliable instrument. The results of developing interpersonal communication instruments for young children can be described as follows:

Identification of Measure Goals

At this stage, the researcher sought out and collected various theories related to interpersonal communication in early childhood from various sources such as textbooks, journals, and other literature that could provide information related to interpersonal communication in young children.

Measure Domain Limitations

The limitation in question is to describe the theoretical construct that is measured into several clearer formulations of aspects. The researcher describes the formulation of interpersonal communication aspects based on the theory presented by Joseph A. DeVito where the sub-aspects of interpersonal communication in question are verbal and nonverbal interactions between two (or sometimes more than two) people who depend on each other. In order for interpersonal communication to work effectively, it must have five aspects of communication effectiveness, namely: openness, empathy, supportiveness, positiveness and equality.

Operational Aspect

After knowing the aspects and sub-aspects to be explored, the next step is to operationalize these sub-aspects in the form of more concrete indicators. The goal is to make it easier for researchers to determine the direction of the expected response in each item of the statement. Based on the theory, 16 indicators of early childhood interpersonal communication were obtained, which consist of: 1) starting new relationships with other people; 2) showing openness in relationships with others; 3) show trust in others to share feelings; 4) showing concern for others; 5) take care of other people's feelings; 6) understand the wishes of others; 7) give support to friends; 8) give respect to others; 9) spontaneity; 10) respecting differences in others; 11) think positively of others; 12) not to be overly suspicious; 13) put oneself on a par with others; 14) recognizing the importance of the presence of others; 15) two-way communication; 16) the atmosphere of communication is familiar and comfortable. This indicator is then outlined in a grid consisting of 33 favorite items. In each statement in this interpersonal communication scale, the teacher as an observer is given the following four alternative answers with a score of each consisting of Very Good Development (BSB) = 4, Developing as Expected (BSH) = 3, Starting to Develop (MB) = 2, and Not Developing (BB) = 1.

Item Writing and Content Validation

Items in the interpersonal communication scale are written based on the grid that has been made at the operational stage of the aspect. The items that have been made are then reviewed by researchers and involve several expert judgments (experts). The researcher involved 5 Guidance and Counseling Postgraduate Program students from Yogyakarta State University to become expert judgments at the content validation stage. The five experts are graduates of Guidance and Counseling S1 from different universities, namely Yogyakarta State University,

Sunan Kalijaga State Islamic University Yogyakarta, PGRI Palembang University and Palangkaraya University.

Because of the validation carried out by 5 experts with 4 assessment options (scores), the statement item will be said to be valid if it has a value greater than or equal to 0.87. The validation results show that 13 of the 33 items declared invalid, consisting of items numbered 5, 10, 11, 14, 15, 17, 18, 19, 20, 21, 24, 27, 30. The number of statement items in valid instruments as many as 20 items

Table-1: Aiken Index Validation

Item No.	Aiken Index	Description	Item No.	Aiken Index	Description
1	0,93	Valid	18	0,6	Invalid
2	0,87	Valid	19	0,67	Invalid
3	0,87	Valid	20	0,8	Invalid
4	0,87	Valid	21	0,73	Invalid
5	0,73	Invalid	22	0,87	Valid
6	0,87	Valid	23	0,87	Valid
7	0,87	Valid	24	0,8	Invalid
8	0,87	Valid	25	0,87	Valid
9	0,93	Valid	26	0,93	Valid
10	0,73	Invalid	27	0,8	Invalid
11	0,8	Invalid	28	0,93	Valid
12	0,87	Valid	29	0,87	Valid
13	0,87	Valid	30	0,8	Invalid
14	0,8	Invalid	31	0,87	Valid
15	0,67	Invalid	32	0,93	Valid
16	0,87	Valid	33	1	Valid
17	0,8	Invalid			

Language Testing

At the language testing stage, no problems were found in the language presented in each item of the questions. This is because the researcher has corrected the language that is not appropriate and is considered difficult to understand (less communicative) by the teacher as an observer based on the criticism and suggestions given by the expert judgments at the item writing stage.

Field Testing

The field trial phase was carried out by researchers in young children. The scale was

successfully tested on 49 young children with the following results:

1. KMO and Barlett's test. KMO is used to see the suitability of the sampling. If the value obtained is > 0.05 then it is considered in accordance with the sampling. While the Barlett's Test serves to determine whether each item in the instrument is included in the dependent or independent. If the score obtained is < 0.05 , it is declared mutually independent. The KMO and Barlett's test values is presented in the following table.

Table-2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.863
Bartlett's Test of Approx. Chi-Square	843.452
Sphericity Df	190
Sig.	.000

Based on the table, it is known that the KMO value is 0.863. Because $0.863 > 0.5$, the sampling in this study was declared appropriate. Then the value of Barlett's Test of Sphericity (Sig.) is known to be 0.00 where $0.00 < 0.05$. Therefore, it can be said that each

statement item in the instrument is independent of each other.

2. Anti-image correlation and communality test. Anti-image correlation serves to see the correlation between

items. If the score obtained by each item is < 0.50 then the item will be declared void. It is known that in the calculation there are 13 items that fall out, namely numbers 5, 10, 11, 14, 15, 17, 18, 19, 20, 21, 24, 27, 30 which are then issued so that there are 20 statement items left. The communality test on 20 items shows that in the calculation there are no dropped items so there are still 20 statement items.

3. Total explained variation, which is the percentage of total variance that can be explained by the diversity of factors formed. In the calculation, the percentage obtained is 71,449%, which means that the total diversity that can be explained by the diversity of factors formed is 71,449%. The calculation using SPSS for windows version 22.0 also shows the eigenvalues of each factor formed. The number of factors/indicators used to explain the total diversity can be seen from the eigenvalues > 1 . Based on the calculation, it is found that of the 20 existing factors, there are 3 factors that are able to explain the total diversity.

4. Reliability test

The interpersonal communication scale instrument was tested on 49 early childhood children. The reliability test was calculated with the help of SPSS for windows version 22.0 and obtained an Alpha value of 0.952 as shown in the following table:

Table-3: Reliability Statistics

Cronbach's Alpha	N of Items
.952	20

An instrument is said to be reliable or consistent if the Cronbach's Alpha value is > 0.60 . This indicates that the interpersonal communication scale instrument developed is eligible to be used to measure

Table-4: Instrument Category

No	Alternative Response	Score
1	Developing Very Well (BSB)	4
2	Developing According to Expectations (BSH)	3
3	Beginning to Develop (MB)	2
4	Not Yet Developed (BB)	1

Thus, the lowest value that can be obtained is $20 \times 1 = 20$ and the highest value is $4 \times 20 = 80$.

Table-5: Interval Score

No	Interval	Category
1	$M + 1,5 S < X$	Very high
2	$M + 0,5 S < X \leq M + 1,5 S$	High
3	$M - 0,5 S < X \leq M + 0,5 S$	Sufficient
4	$M - 1,5 S < X \leq M - 0,5 S$	Low
5	$X \leq M - 1,5 S$	Very low

Description:

M = average (mean)

X = score

the level of interpersonal communication in early childhood.

Referring to the results of these calculations, it can be said that the instrument can be used to measure early childhood interpersonal communication because the distribution of items can represent the aspects that have been determined.

Final Compilation

The final compilation is the researcher's step to combine the grid, the items of the scale statement, and the scoring method of interpreting the interpersonal communication scale instrument into a complete set of instruments that are ready to be used. This device is also equipped with guidelines for using the instrument, as follows:

1. The introduction of this interpersonal communication scale instrument was made to explore information related to interpersonal communication in early childhood. The development of this instrument is expected to provide scientific contributions in the development of guidance and counseling services in the personal-social field.

2. Filling instructions

- a) The teacher (observer) is directed to fill in the identity (student name, age and school origin).
- b) The teacher (observer) is directed to read the filling instructions carefully.
- c) Categorization of instrument filling results:

1) The interpersonal communication scale instrument consists of 20 statement items and each item has 4 alternative answers. Therefore, the assessment of each answer chosen is as follows:

2) The score interval value is calculated by the formula from Azwar (2016:163) as shown in the table below:

S = standard of deviation

Calculating Men = $\frac{1}{2}$ (highest score + lowest score) = /

(80+ 20)

Calculating standard of deviation = $1/6$ (highest score - lowest score)
 = $1/6$ (80 - 20)
 = 10

Table-6: Interval Score Result

No	Interval	Category
1	$94,25 < X$	Very high
2	$79,75 < X \leq 94,25$	High
3	$65,25 < X \leq 79,75$	Sufficient
4	$50,75 < X \leq 65,25$	Low
5	$X \leq 50,75$	Very low

The interval is used to determine the position of the total value of each subject against the appropriate category of interpersonal communication.

DISCUSSION

The results of the research show that the interpersonal communication scale instrument developed can be used to measure early childhood interpersonal communication because it has been proven to be valid and reliable. Several calculations of field test data that have been carried out with the help of SPSS for windows version 22.0 are KMO, Barlett's test, anti-image correlation, communality test, total variance explain, eigenvalues, and reliability tests. The validity test does not use SPSS for windows version 22.0, but uses MS. Excel 2019. The validity test was carried out by experts consisting of 5 people and determined that the item would pass the validity test if it had a final score of more than or equal to 0.87. Simultaneously with the validity test, a language test was also carried out to make the sentences of the questions effective. The results of field trials on 49 early childhood children in the city of Bandung and its surroundings showed that the sampling in the study was declared appropriate because it had a KMO of 0.863. Each item in the interpersonal communication scale instrument is also independent of each other because Barlett's Test is worth 0.00.

Referring to the results of the anti-image correlation and communality test, the interpersonal communication scale finally consists of 20 items that are favorable. The items are formed from five aspects, namely: 1) openness, 2) empathy, 3) supportiveness, 4) positive attitude, 5) equality.

After going through the calculation of the total explain variance and eigenvalues, the five aspects that initially brought 33 factors/indicators left only 20 factors/indicators. The eleven factors/indicators are showing a friendly attitude when getting acquainted with other people, being able to express his heart honestly to others, having the ability to ask questions, being able to express his ideas to others, being able to

retell what he knows to others, being able to express his feelings. to others, able to show a helping attitude, able to respect the opinions of others who are different, able to appreciate works of art, motion and dance, as well as dramas played by others, congratulate others on achievements, show respectful behavior towards others, have the ability to be tolerant of other people's religions, being able to respect differences with others, being able to respect the rights of others, being able to respect the opinions of others, being able to adapt to others, having the ability to play with peers, having the ability to answer questions, being able to give response to others, and the ability to communicate orally.

The last test carried out in the development of this interpersonal communication scale instrument was the reliability test. The calculation on SPSS for windows version 22.0 shows an Alpha value of 0.952 which means that the interpersonal communication scale instrument is consistent because the Alpha value obtained is greater than 0.6.

The stages used in this study have similarities with development research conducted by (Jayanti, 2013). The instrument developed by Jayanti is an inventory of job readiness for students from the Marketing Department at SMK Negeri 1 Depok. Jayanti also uses stages that refer to the opinion of Saifuddin Azwar. The difference that can be highlighted is that Jayanti's research followed all stages by stage until finally a good instrument was obtained. While in the research on the development of this career maturity instrument, the researcher summarized several stages such as the field test stage and item selection which were combined in the field trial stage. In addition, the researcher also eliminated the construct validation stage and replaced it with a content validation stage which involved experts in the item review process with the consideration that the career maturity scale instrument was still used in a limited way. Content validation is carried out simultaneously with the item writing stage.

Another research that also uses the stages of instrument development according to Saifuddin Azwar is (Rahmawati & Hajaroh, 2018). This study aims to develop an inventory of anti-bullying awareness among high school students in the Provinces of Yogyakarta, Central Java, West Java, and Jakarta. The development carried out by Rahmawati and the development of the career maturity scale instrument have similarities where both use a Likert scale with four alternative answers, namely Very Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Very Unsuitable (STS). The statement items in this study consisted of favorable and unfavorable choices, in contrast to Rahmawati who made statement items with only favorable choices. Rahmawati also involved expert judgment to validate inventory.

CONCLUSION

The scale instrument developed by the researcher can be used to reveal interpersonal communication in early childhood with a reliability of 0.952 and content validation by experts of 0.165. This is also based on the results which state that the KMO value is 0.863 and Barlett's Test is 0.00. Furthermore, the arrangement of items becomes simpler with a total of 20 items after calculating the anti-image and communality test. In addition, the total diversity that can be explained by the diversity of factors formed in the interpersonal communication scale for young children is 71,449%. When compared with research that has been done previously, the development of interpersonal communication scale that will be applied to early childhood has advantages and disadvantages in several ways but can still be used because it has been proven valid and reliable.

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