

The Influence of Interpersonal Communication on Communication Ethics In Jambi University Guidance and Counseling Students

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Abstract: This research aims to describe and reveal how much influence interpersonal communication has on communication ethics in Guidance and Counseling students at Jambi University class of 2021, 2022 and 2023. This research is quantitative research with methods *expose fact*. The total population in this study was 326 students, with a research sample of 180 students, sampling using techniques *simple random sampling*. The data collection technique used is using a questionnaire *scale likert*. The data analysis technique uses a simple regression analysis model. The results of SPSS 26 processing obtained a significance value of 0.00, which indicates that variable (X) has an influence on variable (Y). The research results showed that through calculations *R Square* shows a coefficient of determination value of 0.438 or 43.8%. It can be interpreted that the influence of the interpersonal communication variable (X) on communication ethics (Y) in Guidance and Counseling students at Jambi University is 43.8% with quite strong information.

Keywords: Interpersonal Communication, Communication Ethics, Students

INTRODUCTION

A phenomenon that often occurs in communication is that it often leads to misinterpretation which is a major concern. Lack of skills in conveying messages clearly and precisely is often the root of the problem. Many individuals have not been able to express their thoughts and feelings effectively, which results in misunderstandings in communication. Communication is an important aspect for human life, through good communication, every message intended by the communicator is expected to reach the recipient of the message properly and correctly. One form or type of communication is interpersonal communication.

According to DeVito (Suwatno & Arviana, 2023:2) states that interpersonal communication is verbal and nonverbal interaction between two (or sometimes more than two) people who are

interdependent. Furthermore, Lustig (Suwatno & Arviana, 2023:2) defines interpersonal communication as a form of communication that involves a small number of individuals interacting exclusively with each other. Interpersonal communication has the ability to adapt one person's message specifically to another person in order to obtain a direct interpretation of them. Meanwhile, according to Efendi et al., (2023:3905) interpersonal communication is the process of conveying certain information, thoughts and attitudes between two or more people in which there is a change in messages from both the communicant and the communicator with the aim of achieving mutual understanding regarding the problem to be discussed which ultimately occurs. behavior change.

Interpersonal communication is communication between two people that takes place face to face which is spontaneous and informal, receives maximum feedback from each other and the communicator and communicant play their roles flexibly (Diwyarthi et al., 2022:29). Both communicators and communicants, to receive useful input and appreciate comments, must have good interpersonal communication skills. Interpersonal communication skills are competencies that involve the ability to communicate effectively and efficiently with other people (Arbi et al., 2021: 124). According to Rosadi Ruslan (Mahmudatul Himmah et al., 2021:105) explains that ethics is the study of "right or wrong" in human behavior or conduct.

Ethics is something that is the basic basis for communicating both individually and in groups. Communication ethics are procedures for communicating that are in accordance with standards of moral values or morals in assessing the right or wrong behavior of individuals or groups (Hendra, 2021: 103).

Based on the results of observations on March 18 2024 of students from the guidance and counseling study program class of 2021, 2022, it appears that students who have good interpersonal communication skills tend to be more polite and respect other people's opinions and conversely students are found who do not use good language when communicating. with peers, apart from that, when communicating, students were found to use high intonation which could cause conflict between students. When conducting observations, researchers also found students who were less able to respect each other when communicating.

Next, the researcher conducted interviews on March 13-15 2024 with students from the guidance and counseling study program classes of 2021, 2022 and 2023. It was found that there were still students who found it difficult to express their opinions because they always felt they were not respected when they expressed their opinions, so they chose to remain silent. Apart from that, there are still students who feel afraid when expressing their opinions because they often feel disrespected when talking to their peers. Furthermore, from the interview results, there were students who used poor language when communicating due to friends who also used poor language when communicating with themselves. The results of in-depth interviews reveal that effective interpersonal communication helps students understand the importance of ethics in communication.

Richard.L.J (Harapan & Ahmad, 2019) explains that in interpersonal communication, you must use ethics to appreciate and respect the person you are talking to, ethics in the interpersonal

communication process does not come suddenly, but must be built by both parties who are communicating, What is said in communication will influence other people. This is in line with the opinion of Arbi et al., (2021:126) that in communicating, the sender and recipient of the message are required to maintain each other's ethics, one of which is by showing sympathy and empathy with the aim of maintaining good relations and ensuring communication runs effectively.

Good communication ethics will create good and harmonious relationships between people. On the other hand, without knowledge of communication ethics, misunderstandings will occur which will give rise to disputes and arguments that can divide human life.

Interpersonal communication has an influence on the formation of communication ethics, in communication there are communicators and communicants who must respect each other, so that effective communication can be established, the effectiveness of a communication is determined by the extent to which the communicator and the communicant understand what is conveyed during communication, on the contrary when If the communicator and communicant do not understand what is being conveyed, there will be failure in communication (Sari, 2020: 130).

Based on the statements above, the researcher took the initiative to conduct research on the influence of interpersonal communication on the communication ethics of students in the guidance and counseling study program by focusing on a title. "**The Influence of Interpersonal Communication on Communication Ethics among Guidance and Counseling Students at Jambi University**".

METHOD

This research is quantitative research with methods *expost facto*. This research was conducted to examine the influence of interpersonal communication on the communication ethics of Guidance and Counseling students at Jambi University. In this research, there is one independent variable (X), namely interpersonal communication, and one dependent variable (Y), namely communication ethics. The population of this research is all Jambi University Guidance and Counseling students class 2021, 2022 and 2023 with a total of 326 students. Sampling was carried out using the Slovin formula which was obtained in this research with a total of 180 students. The type of data in this research is primary data obtained directly from students. The data collection technique used is interviews conducted in the preliminary study, while the data collection tool uses a questionnaire that has gone through validity and reliability tests. Test statistical assumptions using normality, linearity and regression analysis using SPSS statistics 26. The criteria for interpreting percentages in this research are taken from the quality aspect, as follows (Sutja et al. 2024:101):

Table 1 Percentage Interpretation Criteria

Percentage	Quality
89-100	Very good
60-88	Good
41-59	Currently
12-40	Less Good
< 12	Not good

Furthermore, the interpretation criteria used in this research are the influence interpretation criteria according to (Sutja et al. 2024:102):

Table 2 Percentage Interpretation Criteria

No	Determination Value	Interpretation
1	0,00 - 0,04	Very weak
2	0,05 - 0,16	Low but sure
3	0,17 - 0,49	Strong enough
4	0,50 - 0,81	Tall or strong
5	0,82 - 1,00	Very tall or very strong

RESULTS

The following is an explanation obtained after processing the research data in the form of descriptive analysis on each variable which can be seen in the table below.

The distribution of research questionnaires on variable X (Interpersonal Communication) was filled in by 180 respondents with a total of 20 statement items. Next, to find out the picture of interpersonal communication, you can see the following table:

Table 3 Percentage of Interpersonal Communication

No	X Indicator	Score						
		Ideal	Max	Min	Mean	%	Is	
1	Verbal (12)	60	57	27	7858	43.6	72,7	Good
2	Nonverbal (8)	40	40	22	5675	31.5	78,8	Good
	Total (20)	100	97	49	13.533	75,1	75,7	Good

Based on the tabulation of research instrument data for variable % in the good category.

The research results showed that the indicator that got the lowest percentage was the verbal indicator with a percentage of 72.7%. Jambi University Guidance and Counseling students, in

accordance with their role, namely as prospective counselors or Guidance and Counseling teachers, should have good verbal skills in communicating.

To improve students' verbal skills in communicating, it needs to be improved from within the students themselves, by growing self-confidence when communicating in public or in front of other people. Self-confidence can also be a stimulus to encourage individuals to be able to act appropriately. On the other hand, individuals who have low self-confidence will always think that they do not have abilities, feel they are worthless and find it difficult to carry out their developmental tasks (Andriyani et al., 2023)

Furthermore, the distribution of research questionnaires on variable Y (Communication Ethics) was filled in by 180 respondents with a total of 21 statement items. Furthermore, to find out an overview of communication ethics, you can see the following table:

Table 4 Percentage of Communication Ethics

No	Indicator Y	Score						
		Ideal	Max	Min	Mean	%	Is	
1	Honest (3)	15	15	8	2136	11,8	79,1	Good
2	Manners (3)	15	15	7	2258	12,5	83,6	Good
3	Hold Back (4)	20	20	5	2933	16,2	81,4	Good
4	Listening (2)	10	10	5	1528	8,4	84,8	Good
5	Good Relationship (4)	20	20	9	3009	16,7	83,5	Good
6	Appreciating Differences (2)	10	10	4	1335	7,4	74,1	Good
7	Responsible (3)	15	15	7	2278	12,6	84,3	Good
	Total (21)	105	105	45	15.477	85,6	81,6	Good

Based on the data tabulation of the research variable Y instrument given to 180 students, the maximum score was obtained, namely 105, while the minimum score was 57. The honesty indicator obtained a percentage of 79.1% in the good category, while the politeness indicator obtained a percentage of 83.6% in good category, the restraint indicator got a percentage of 81.4% in the good category, the listening indicator got a percentage of 84.8% in the good category, the good relations indicator got a percentage of 83.5% in the good category, the respect indicator the difference obtained a percentage of 74.1% in the good category and for the responsible indicator the percentage was 84.3% in the good category.

The research results show that the indicator that gets the lowest percentage is the indicator of respecting differences with a percentage of 74.1%. Jambi University Guidance and Counseling students, in accordance with their role, namely as prospective counselors or Guidance and Counseling teachers, should have an attitude of respecting differences so that the communication carried out can run well. To increase a sense of respect for differences in communication, students can instill the foundation of

religious teachings about manners and manners, so that students can develop an attitude or sense of mutual respect for differences.

Next, a normality test is carried out with the aim of determining whether the data obtained is normal or not. Carrying out the normality test was carried out with the help of the SPSS version 26 program using the method *Kolmogorov Smirnov*. A criterion for determining whether it is normal or not according to Sutja et al., (2024:208), asymptotic significance testing (asyp.sig). The data distribution is considered normal with asyp.sig if it is greater than a 0.05. and if it is smaller than a 0.05 it is interpreted as abnormal data. The following is a normality test table calculated using SPSS V.26:

Table 5 Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		180
Normal Parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	7.21972956
Most Extreme Differences	Absolute	0.055
	Positive	0.030
	Negative	-0.055
Test Statistic		0.055
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the results of testing the normality test requirements from table 5, it shows that these two variables have significant Asymp.Sig values. (2-tailed) 0.200 then >0.05 in accordance with the normality test interpretation criteria. So it can be concluded that decision making in the normality test *Kolmogorov Smirnov* in this study the distribution was normal.

Next, the linearity test is carried out to analyze whether the two variables are related in the same direction or not. Data is considered linear if the addition of the interpersonal communication variable (X) can provide changes in the same direction to the communication ethics variable (Y). If value *Sig. deviation from linearity* obtained >0.05 , it is concluded that the two variables are linear. The following is a table processed for the linearity test with the help of SPSS V.26:

Table 6 Linearity Test

ANOVA Table					
	Sum of Squares	df	Mean Square	F	Sig.

Communication Ethics * Interpersonal Communication	Between Groups	(Combined)	8675.772	36	240.994	4.342	0.000
		Linearity	7282.665	1	7282.665	131.208	0.000
		Deviation from Linearity	1393.106	35	39.803	0.717	0.874
Within Groups			7937.178	143	55.505		
Total			16612.950	179			

Based on the results of testing the analysis requirements in table 6 and the SPSS version 26 output above, it can be seen that the significance value of the Anova table for linearity results is $0.000 < 0.05$ while *deviation from linearity* is $0.874 > 0.05$. So in accordance with existing decision making provisions, it can be concluded that the two data from this research variable have a linear relationship.

Next, simple regression analysis is used in hypothesis testing based on the condition that if the significance value is < 0.05 , it can indicate the influence of variable X on variable Y. Simple regression analysis is used to see the influence of variable X on variable Y. Simple regression analysis in this research was carried out with the help of the SPSS program *Statistic 26*.

Table 7 Results of Simple Regression Analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7282.665	1	7282.665	138.936	.000 ^b
	Residual	9330.285	178	52.417		
	Total	16612.950	179			
a. Dependent Variable: Communication Ethics						
b. Predictors: (Constant), Interpersonal Communication						

Based on data from table 7 ANOVA, it can be seen that the significant value is $0.000 < 0.05$, so it can be concluded that variable X (interpersonal communication) has proven to have an influence on variable Y (communication ethics).

Next, to see how much influence variable X (interpersonal communication) has on variable Y (communication ethics) can be seen from the table *model summary* below this:

Table 8 Results of Determination and Correlation Coefficients

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.662 ^a	0.438	0.435	7.240	
a. Predictors: (Constant), Interpersonal Communication					

Based on table 8 *model summary* above is known the value of the coefficient of determination (*R square*) of 0.438 which means that the influence of the interpersonal communication variable (X) on

communication ethics (Y) is 43.8%. So it can be seen that the contribution of interpersonal communication variables to student communication ethics is 43.8% and the remaining 56.2% is influenced by other factors not included in this research.

Next, the regression equation can be written based on the table *coefficients* below this:

Table 9 Simple Regression Analysis Coefficients

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.559	5.155		4.959	0.000
Interpersonal Communication	0.804	0.068	0.662	11.787	0.000

a. Dependent Variable: Communication Ethics

Based on table 9 *coefficients* It is known that the constant value (a) is 25,559 and the interpersonal communication value (b) is 0.804, so the regression equation can be written $Y = 25,559 + 0.804X$. This simple regression equation provides a prediction that interpersonal communication (X) has a positive influence of 0.804 on communication ethics. The regression coefficient figure of 0.804 means that for every 1% increase in interpersonal communication value, communication ethics will increase by 0.804.

The results of SPSS 26 processing obtained a significance value of 0.00, which indicates that the interpersonal communication variable (X) has an influence on communication ethics (Y). The magnitude of the influence can be seen from the R Square of 0.438 which is based on the R-square value table which is in the "quite high" category. It can be concluded that the influence of the interpersonal communication variable (X) on communication ethics (Y) is 43.8%. So it can be seen that the contribution of interpersonal communication variables to student communication ethics is 43.8% and the remaining 56.2% is influenced by other factors not included in this research.

Students who have good interpersonal communication tend to have good communication ethics too, because interpersonal communication plays a very important role in forming communication ethics. In communicating, the sender and recipient of the message are required to maintain each other's ethics, one of which is by providing sympathy and empathy with the aim of maintaining good relations and communication running effectively (Arbi et al., 2021: 126).

Interpersonal communication has an influence on the formation of communication ethics, in communication there are communicators and communicants who must respect each other, so that effective communication can be established, the effectiveness of a communication is determined by the extent to which the communicator and the communicant understand what is conveyed during communication, on the contrary when If the communicator and communicant do not understand what is being conveyed, there will be failure in communication (Sari, 2020: 130).

DISCUSSION

Based on the results of data processing on the interpersonal communication variable, the results showed that the overall interpersonal communication indicators were in the "Good" category. With an average score of 75.7% in the good category.

The research results showed that the indicator that got the lowest percentage was the verbal indicator with a percentage of 72.7%. Jambi University Guidance and Counseling students, in accordance with their role, namely as prospective counselors or Guidance and Counseling teachers, should have good verbal skills in communicating.

To improve students' verbal skills in communicating, it needs to be improved from within the students themselves, by growing self-confidence when communicating in public or in front of other people. Self-confidence can also be a stimulus to encourage individuals to be able to act appropriately. On the other hand, individuals who have low self-confidence will always think that they do not have abilities, feel they are worthless and find it difficult to carry out their developmental tasks (Andriyani et al., 2023)/

Permatasari (2020:3) revealed that "Interpersonal communication demonstrated by prospective Guidance and Counseling teacher students, needs to have good interpersonal communication skills, in other words, it is important for prospective Guidance and Counseling teachers to be skilled in communicating, considering that communication is the most important skill." must be possessed by a Guidance and Counseling teacher." Communication is the process of someone creating meaning in the minds of others through verbal or nonverbal behavior in interpersonal communication (Suwatno & Arviana, 2023:4).

Students who have good interpersonal communication qualities can be recognized through various aspects of behavior and attitudes shown in their interactions. Apart from that, with good communication quality you can choose the right words according to the context and the person you are talking to. All activities carried out require communication, having good interpersonal communication skills can create an active and inclusive environment (Amar, 2024:4).

Interpersonal communication skills are important for students, because they play a big role in supporting academic and social life. In the world of lectures, students are often involved in discussions, presentations and group work which require the ability to convey ideas clearly and understand other people's opinions. This skill also supports students' self-development, especially in terms of self-confidence. Students who are able to speak clearly and confidently tend to be more active in various academic and social activities. In addition, the ability to manage emotions and understand the feelings of others helps create more harmonious relationships and supports student well-being.

Based on the results of data processing on the communication ethics variable, the results showed that the overall communication ethics indicators were in the "Good" category. With an average score of 81.6% in the good category. Based on these results, it can be concluded that the communication

ethics of Jambi University Guidance and Counseling students are in the good category from various aspects contained in the research indicators.

The research results show that the indicator that gets the lowest percentage is the indicator of respecting differences with a percentage of 74.1%. Jambi University Guidance and Counseling students, in accordance with their role, namely as prospective counselors or Guidance and Counseling teachers, should have an attitude of respecting differences so that the communication carried out can run well. To increase a sense of respect for differences in communication, students can instill the foundation of religious teachings about manners and manners, so that students can develop an attitude or sense of mutual respect for differences.

Communication ethics plays an important role in shaping interactions in the campus environment. As individuals who are in the learning process, students are not only expected to have good academic skills, but also the ability to communicate in an effective way. Communication ethics plays a role in forming students' character not only in the academic field, but also skilled in interacting with other people well and with a sense of responsibility. By knowing and understanding communication ethics, students can act and behave appropriately in carrying out activities as students, especially in the campus environment, students are expected to behave politely and politely towards everyone (Sari, 2020: 128).

According to Hafied Cangara (2023:220) explains that communication ethics is not only related to good speech, but also must depart from sincere intentions expressed in calm, patience and empathy in communicating. With communication ethics you can prevent things from happening. unwanted things, such as misunderstandings, disputes, fights, etc.

In this study, the listening indicator had the highest percentage with a percentage of 81.4% in the good category. According to Latifah et al., (2020:39) listening (*listening*) helps one to be able to listen to the person with whom one is communicating not only the content, but also the feelings, concerns, and concerns that accompany it. Effective communication also plays a role in building harmonious relationships in communication, communication that respects each other and listens well is the key to building good relationships and mutual trust (Ramadhani, 2023: 134).

The results of SPSS 26 processing obtained a significance value of 0.00, which indicates that the interpersonal communication variable (X) has an influence on communication ethics (Y). The magnitude of the influence can be seen from the R Square of 0.438 which is based on the R-square value table which is in the "quite high" category. It can be concluded that the influence of the interpersonal communication variable (X) on communication ethics (Y) is 43.8%. So it can be seen that the contribution of interpersonal communication variables to student communication ethics is 43% and the remaining 57% is influenced by other factors not included in this research.

Students who have good interpersonal communication tend to have good communication ethics too, because interpersonal communication plays a very important role in forming communication ethics. In communicating, the sender and recipient of the message are required to maintain each other's ethics,

one of which is by providing sympathy and empathy with the aim of maintaining good relations and communication running effectively (Arbi et al., 2021: 126).

Interpersonal communication has an influence on the formation of communication ethics, in communication there are communicators and communicants who must respect each other, so that effective communication can be established, the effectiveness of a communication is determined by the extent to which the communicator and the communicant understand what is conveyed during communication, on the contrary when If the communicator and communicant do not understand what is being conveyed, there will be failure in communication (Sari, 2020: 130).

CONCLUSION

Based on the results of research and discussions that have been carried out through distributing questionnaires on the influence of interpersonal communication on the communication ethics of Guidance and Counseling students at Jambi University through the R Square calculation in the table, the coefficient of determination value is 0.438. Student communication ethics is influenced by interpersonal communication. The magnitude of the influence can be seen from the R Square of 0.438 which is based on the R-square value table which is in the "quite high" category. It can be concluded that the influence of the interpersonal communication variable (X) on communication ethics (Y) is 43.8%. So it can be seen that the contribution of interpersonal communication variables to student communication ethics is 43.8% and the remaining 56.2% is influenced by other factors not included in this research.

Based on research regarding the influence of interpersonal communication on student communication ethics, the suggestions that researchers can give are that students in the Jambi University environment in general and students in the Guidance and Counseling Study Program in particular are expected to need to be more respectful of differences in communication. By having an open attitude towards differences, students can minimize potential conflicts and build more harmonious relationships within the campus environment so that they have better ethics.

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