

THE RELATIONSHIP AMONG TRANSFORMATIONAL LEADERSHIP AND PRINCIPAL INTERPERSONAL COMMUNICATION WITH THE WORK EFFECTIVENESS OF PUBLIC JUNIOR HIGH SCHOOL TEACHERS IN TANJUNG REDEB

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Abstract

This research is to analyze the relationships among transformational leadership and headmaster interpersonal communication with teachers work effectiveness. This research is conducted at public junior high schools (SMPN) in Tanjung Redeb District, Berau Regency. This research takes the samples randomly, 108 teachers of 147 population. This research result indicates that there are positive correlations between (1) headmaster leadership transformational (X_1) with teachers work effectiveness (Y) with correlations coefficient $r= .722$ at the level at significance ($\alpha= .05$); (2) headmaster interpersonal communication (X_2) and teachers work effectiveness (Y) with correlations coefficient $r= .710$ at the level at significance ($\alpha= .05$); (3) a positive correlation between headmaster leadership transformational (X_1) and interpersonal communication (X_2) with teachers work effectiveness (Y) with correlation coefficient $r= .766$ at the significance level ($\alpha=.05$).

Keywords: Please list your keywords in this section (3-5 words) and separate by semicolon. word; another word; lower case except names. Keywords1; Keywords 2; Keywords 3; Keywords 4; Keywords 5

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INTRODUCTION

Carrying out duties and responsibilities effectively will greatly affect the achievement of goals. It is a basis for the formation and implementation of school organizations. Therefore, the existence and growth of school organizations will be more secure if the organization can achieve the work effectiveness of the personnel in it. A job is said to be effective if the work provides results that are in accordance with the criteria originally set. In other words, the work has been able to realize the goals of the organization from the aspects being worked on (Rohiat, 2009:7).

Improving the quality of education in a school organization is also influenced by the quality of the leadership, in this case the principal. In an organization or formal institution, effective leadership should provide direction to the efforts of all personnel in achieving organizational goals. Without leadership or

guidance the relationship between individual goals and organizational goals can be slack. This can lead to situations where people work to achieve their personal goals, while the organization itself becomes ineffective in achieving its goals. The leadership must be present in order to run an organization effectively (Sutisna, 2000:302)

In general the effectiveness shows how far the achievement of a predetermined goal. It is in accordance with the notion of effectiveness according to Hidayat in Danfar (2009) that explains effectiveness as a measure that states how far the target (quantity, quality and time) has been achieved. Where the greater the percentage of targets achieved, the higher the effectiveness. Schemerhon John R. Jr. In Danfar (2009) states that effectiveness is the achievement of the output target as measured by comparing the budgeted or supposed output (OA) with the actual or realized output (OS), if $(OA) > (OS)$ is called effective. Prasetyo Budi Saksono in Danfar (2009) explains that effectiveness is how much the level of output attachment is achieved with the expected output from a number of inputs.

Mulyasa (2001) defines that effectiveness is the compatibility between the person carrying out the task with the intended target, how an organization succeeds in obtaining and utilizing resources in an effort to realize organizational goals. In line with Mulyasa (2001), Made Pidarta (2005) argues that an effective job is if the work gives results that are in accordance with the criteria that have been set from the start. Furthermore, Liphiam and Hoeh (1994: 74) see effectiveness in terms of achievement, as state that effectiveness relates to the accommodation of the cooperative purpose, effectiveness is closely related to the achievement of common goals or social goals and not the attainment of personal goals.

Furthermore, Engkoswara in Basuki (2010) reveals that the success of education management is the productivity of education which can be examined on achievement or effectiveness and on efficiency. The productivity of education can be seen from the achievements, effectiveness and efficiency of work carried out by educational staff. Sondang P. Siagian in Basuki (2010) states that effectiveness is the achievement of goals and various targets that have been set with sacrifices in a smaller ratio compared to the results achieved. Meanwhile, according to Sutrisna

(1989:257) effectiveness is a comparison of the results achieved with the expected results.

Fattah (1996) defines work as an activity in doing something and working people have something to do with making a living or aiming to get rewards for achievements that have been given in the interests of the organization. In line with the definition, Magnis defines work as a planned activity (Amoraga 1992:57). From those opinions, it can be said that work is a planned activity carried out in order to get a reward for the achievements achieved to meet the needs of life.

Work effectiveness is a condition where physical and spiritual activities carried out by humans can achieve the desired results. Work effectiveness is a desired effect or consequence of a series of physical and spiritual activities carried out by employees to achieve certain goals in the organization (Sutarto, 1998:95). If all these discussions are related to the world of education, it will be further known that work effectiveness is the ability of educational staff to carry out all their main tasks in order to obtain maximum results. The effectiveness of teachers' work in schools also greatly determines the acquisition of student learning outcomes, therefore the quality of teachers must also be improved through training, workshops, and education improvements.

Based on those opinions, the work effectiveness of teachers can be concluded as the level of accuracy of teachers in carrying out their duties and responsibilities in managing the learning process which is the core of the overall educational process based on the competence of teachers that have been determined with aim of learning objectives achievement by using all resources and funds properly. The indicators are: 1) diagnosing students' initial behavior, (2) planning learning programs, (3) implementing the learning process, (4) conducting school administration, (5) being a communicator, (6) developing self-skills, and (7) develop children's potential.

According to Sudrajat (2008), leadership is a process where an individual influences a group of individuals to achieve a goal. To be an effective leader, a school principal must be able to influence all school members led in positive ways to achieve educational goals in schools. Leadership is the science and art of

influencing a person or group to act as expected to achieve goals effectively and efficiently (Husaini, 2009). Meanwhile, Terry and Rue state that leadership is a relationship that exists within a leader influencing others to work together consciously in the task relationship. Leadership can also be interpreted as everything related to the work of leading (Mulyana, 2001). Ownes added that leadership is an interaction between one party as a leader and the party being led (Danim, 2009).

The term transformational comes from the word *to transform*, which means to transform or change something into another different form, for example transforming a vision into reality, or turning something potential into actual. In simple terms, transformational leadership can be interpreted as a process to change and transform individuals to want to change and improve themselves, which involves motives and fulfillment of needs and respect for subordinates (Sudrajat, 2008).

According to Bernard Bass, transformational leadership is leadership that has a vision for the future and ability to identify environmental changes and to transform these changes into the organization; acts as pioneer to change and provide motivation and inspiration to individual employees to be creative and innovative, as well as builds a solid team work; brings updates in work ethic and performance management; dares and takes responsibility to lead and control the organization (Fragrant, 2009). Podsakoff defines that transformational leadership is a determining factor that affects employee attitudes, perceptions, and behavior where there is an increase in trust in leaders, motivation, job satisfaction and ability to reduce a number of conflicts that often occur in an organization (Adira, 2009).

In Danim (2009:60), Barnett, McCormick, and Conners mention that recent studies on the impact of transformational leadership have been conducted by Leithwood (1994); Darth, Jantzi and Seinbech (1993); Silins (1994). The results of studies on the impact of transformational leadership reveal that this kind of leadership contributes to restructuring initiatives (the impact of restructuringal transformational leadership) and what teachers feel contributes in improving student learning outcomes ('*teachernperceived*' student outcomes).

Based on the opinion of the experts above, the principal's transformational leadership can be concluded as a process from the principal to influence teachers in achieving a goal that has been set by the school which is able to provide positive changes and improve the quality of teacher resources and increase their potential in carrying out their duties and responsibilities as teachers. Therefore, the duties of the principal that have been set can be realized in a tangible form and the school's goals can be achieved as planned. The indicators are (1) managerial tasks, (2) supervision tasks and (3) entrepreneurship.

Communication in school management is very much needed, especially interpersonal communication where communication is very influential on fluency, convenience, and comfort in carrying out tasks. Interpersonal communication is the process of sending messages between two people or among a small group of people, with some effect and some immediate feedback (Rohim, 2009:18). Interpersonal communication demands communicating with other people. Interpersonal communication is the process of sending messages between two people or among a small group of people with some effect and some immediate feedback (Rohim, 2009: 18). According to Mulyana (2001), interpersonal communication is communication between people face to face, which allows each participant to capture the reactions of others directly both verbally and non-verbally. R Wayne Pace adds interpersonal communication is a communication process that takes place between 2 or more people face to face and produces direct feedback (<http://id.wikipedia.org/wiki/Interpersonal%20Communication>, 2009).

According to Devito, interpersonal communication 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 with the opportunity to provide immediate feedback. Muhammad mentions that interpersonal communication is the process of exchanging information between a person and at least another person or usually between two people that can be directly identified. Mulyana(2001) defines interpersonal communication as communication that only two people, such as husband and wife, two colleagues, two close friends, teacher-student and so on.

The principal's interpersonal communication is a communication process that takes place between the principal and her/his superiors, with fellow principals and teachers face-to-face which produces a direct reaction in the form of feedback, either verbally or nonverbally that can help teachers in carrying out their duties and responsibilities appropriately and achieving the shared goals that have been set. This means that efforts to foster interpersonal communication are not just to create interesting and warm conditions, but will get a deep and meaningful meaning for education in a school. Thus, each personnel can work calmly and pleasantly and are motivated to perform better, and carry out their educational tasks with full awareness due to effective communication. The indicators of the principal's interpersonal communication are (1) downward communication, (2) upward communication, and (3) horizontal communication.

The increasingly advanced condition of society in Tanjung Redeb, in the era of regional autonomy or decentralization, requires the community to master science and technology in all aspects of life. It is very clear that the people of Tanjung Redeb need services of schools or teachers to prepare their children for a better future. On the other hand, parents of students enroll their children to the school because they are not able to guide their children in all aspects of preparation for their children's lives. In this case, the function of schools or quality teachers in the community in Tanjung Redeb is now increasingly important and its existence is very much needed.

Regarding to the importance of the effectiveness of teacher work in the implementation of teaching and learning in schools, it is necessary to immediately make improvement in all aspects. If it is not handled properly, the work effectiveness of public junior high school teachers in Tanjung Redeb will decrease which means that the quality of education in Berau Regency will also decline in the end. Based on the description, this research is conducted to measure the relationship among transformational leadership and principal interpersonal communication with the work effectiveness of public junior high school teachers in Tanjung Redeb.

METHOD

This research is conducted with correlational method, a survey. This research aims to reveal the relationship between the independent variable and the dependent variable, and to explain the relationship among several factors on these variables. This research is quantitative. The variables of this research consist of three variables, namely the principal's transformational leadership (X1), the interpersonal communication (X2), and the teacher's work effectiveness (Y) as the dependent variable. The population in this research are 108 of 147 public junior high school teachers in Tanjung Redeb by using Yamane formula:

$$n = \frac{N}{(N \cdot d^2) + 1}$$

n = sample size

N = population size

d = level of precession or leeway due to tolerable sampling errors, with a significant level (α) in this case the researcher took 5%

From the dispersed population, the sample obtained by calculating the Yamane formula is as follows

$$\begin{aligned} n &= 147 : 147(0.05 \times 0.05) + 1 \\ &= 108 \text{ (total number of samples)} \end{aligned}$$

Meanwhile, to obtain a sample in each school using the formula:

$$ni = \frac{n \cdot Ni}{N}$$

ni = sample size at school i

Ni = population size in school i

n = total sample size

N = population size

Furthermore, the remaining 30 are used as instrument calibration tests. The number of samples is distributed to 6 schools proportionally as follows: 1) SMP Negeri 1 Berau = 22 teachers, 2) SMP Negeri 2 Berau = 22 teachers, 3) SMP Negeri 9 Berau = 22 teachers, 4) SMP State 14 Berau = 19 teachers, 5) SMP Negeri 15 Berau = 15 teachers, 6) SMP Negeri 34 Berau = 8 teachers. Data collection technique is a questionnaire.

RESULT AND DISCUSSION

The results of testing the first hypothesis indicate that there is a positive and significant relationship between the principal's transformational leadership and the work effectiveness of teachers at public junior high schools in Tanjung Redeb. The result of hypothesis testing indicates that the relationship between principals' transformational leadership and teacher's work effectiveness is strong or high, it can be seen from the correlation coefficient of 0.72 which belongs to strong category. As the result of the correlation coefficient obtained, 0.53, it can be explained that the principal's transformational leadership affects the effectiveness of teachers' work by 53% while 47% is determined by other factors such as principal's leadership behavior, quality of education, teacher work discipline, achievement motivation and so on. These findings strengthen current studies on the impact of transformational leadership on the effectiveness of subordinates' work. As written by Barnett, McCormick, and Conners in Sudarman Danim (2009), the transformational leadership on contributing to teachers in carrying out their duties as educators effects on improving student learning outcomes ('teachernperceived' student outcomes).

Other results in this research are in line with the statement of Podsakoff that transformational leadership is a determining factor which affects employee attitudes, perceptions, and behavior where there is an increase in trust in leaders, motivation, job satisfaction and is able to reduce a number of conflicts that often occur in an organization. Furthermore, according to Hartanto (2009), transformational leadership from the beginning raises awareness and high commitment from the group to the goals and mission of the organization and will arise the commitment of workers to see working environment beyond the boundaries of personal interests for the benefit of the organization.

The results of this research provide a recommendation that the principal as a leader is a source of inspiration, role model, as well as a figure who needs to be imitated, therefore a leader must always develop knowledge in order to become an effective principal who behaves fairly, honestly, openly, has the ability to change and encourage teachers and employees. In carrying out their duties effectively and

friendly relations with teachers and employees. Principal leadership is very important for increasing the effectiveness of teacher work, therefore principals must be able to develop their knowledge of how the methods should be used to influence, direct, motivate, guide, supervise teachers, and all school members in carrying out tasks in accordance with the functions and each role is in accordance with the vision and mission of the school that has been set and how they must be able to be kind to subordinates (teachers) therefore the effectiveness of the work of teachers can increase.

Therefore, to increase the effectiveness of teachers' work, the principal as a manager in the school should pay attention to effective leadership, namely (1) developing the potential of subordinates, (2) knowing what they want and actively pursue it and have high motivation, (3) treating their subordinates differently according to the individual and (4) acting as a team manager, not only utilizing expert or skilled subordinates for the smooth running of the organization led, but must also provide opportunities, that encourage and provide a way for subordinates in order to improve their skills and expertise.

The result of analyzing the second hypothesis shows that there is a positive and significant relationship between the principal's interpersonal communication and the work effectiveness of teachers at public junior high schools in Tanjung Redeb. The result indicates that the relationship between teacher work effectiveness is strong, this is in accordance with the acquisition of a correlation coefficient of 0.71 which is categorized as strong. The results of the coefficient of determination obtained a value of 0.50 explains that interpersonal communication is a factor that affects teacher performance. The contribution of interpersonal communication to increasing work effectiveness is 50% while the remaining 50% is determined by other factors such as morale, organizational climate, leader commitment.

The result also shows that the principal's interpersonal communication has a positive effect on the effectiveness of teachers' work. This finding also strengthens Bernard's theory in Rohim (2009) that the existence of an organization (as a work system) depends on the human ability to communicate and the ability to communicate, working together to achieve the same goal. When a school is viewed

as an organization managed by the principal to achieve the goals that have been set and the spearhead is the teacher, effective principal communication with teachers will be able to encourage teachers to carry out their duties therefore the school goals can be achieved.

The results of this research provide a recommendation that the principal's interpersonal communication has an important role in increasing the effectiveness of the teacher's work. In order to improve the effectiveness of teachers' work, the principal as a school manager should pay attention to effective communication that concerns on (1) having well preparations before communicating; (2) recognizing communicators before communication begins, (3) maintaining personal contact during communication; (4) performing self as good communicator; (5) speaking convincingly; (7) being empathetic and sympathetic; (8) acting as a guide, not a motivator; and (9) putting forward a communication message that concerns the interests of the communicant, not the interests of the communicator.

The result of testing the third hypothesis shows that there is a positive and significant relationship between the principal's transformational leadership and the principal's interpersonal communication with the work effectiveness of teachers at public junior high schools in Tanjung Redeb. The result indicates that strong relationship with the acquisition of the correlation coefficient 0.77. The result of coefficient of determination obtained a value of 0.59 and it can be explained that the principal's transformational leadership and the principal's interpersonal communication jointly affect the effectiveness of the teacher's work. The contribution of the principal's transformational leadership and the principal's interpersonal communication to the effectiveness of the teacher's work is 59% while the remaining 41% is determined by other factors such as leadership behavior, achievement motivation, work spirit, organizational climate etc.

From the results of testing this third hypothesis, it can be explained that the principal's transformational leadership and interpersonal communication are very important for increasing the effectiveness of teachers' work, the principal's transformational leadership is more dominant than interpersonal communication. This is in accordance with the acquisition of a partial correlation coefficient of the

principal's transformational leadership, $r_{hit} = 0.41$ is greater than the acquisition of the partial correlation coefficient of interpersonal communication, $r_{hit} = 0.35$.

It can be explained that the principal's leadership is a concrete manifestation of the duties and responsibilities of a school principal in the progress of the school, including an example for teachers in increasing their work effectiveness, and including the principal's attitude in solving every school problem, but interpersonal communication is also important. It is important to the effectiveness of the teacher's work because effective communication will be more appreciative and uplifting of teachers in their work and improve the quality of schools.

The results of this research also strengthen the thought of Lindgren (2012) that the effective leadership means effective communication, if a leader wants to truly become a leader, she/he must carry out her/his leadership effectively for that she/he must carry out effective communication that is able to make employees perform certain activities with awareness, excitement, and joy. With such a working atmosphere, satisfactory results can be expected. Considering the importance of the principal's transformational leadership and the principal's interpersonal communication, it is essential for all school members and related parties to jointly seek how these two variables supporting the effectiveness of the teacher's work can increase and play a maximum role.

CONCLUSION

In managing the school, the principal has a very big role. The principal's transformational leadership is very important for increasing the effectiveness of teachers' work while it is very dependent on the skills and wisdom of the principal as one of the education leaders. The principal is the driving force, determining the direction of policy towards schools and education in general. To achieve effective school quality, school principals and all stakeholders must work hand in hand in cooperation with full cohesiveness in all matters. An effective principal's transformational leadership is a principal who in her/his performance always opens her/himself to the influence of teachers and other employees on important issues, adaptable to various situations that will determine the success of the leader.

Transformational leadership oriented to personal satisfaction is often favored by subordinates. Therefore, the principal's main capital is the need for principals to have leadership knowledge in planning, organizing, implementing, and supervising a school program and education in general. In addition, the principal must show an attitude of concern, enthusiasm for work, high discipline, exemplary and human relations in the context of increasing the effectiveness of teacher work.

The effective principal transformational leadership can be seen on the criteria of being able to empower teachers to carry out the learning process well, smoothly and productively. Through a harmonious work approach by being open and always responsive to change is the main capital in realizing an effective school, with a better outlook on the future. With a humane approach, mutual honing and nurturing, it is highly believed that the transformational leadership of the school principal of the education unit will be effective and this greatly supports the achievement of the school's goals that have been outlined. To improve interpersonal communication, the principal should carry out her/his function effectively as a communicator, including communicating to the teachers and staff about feeling, thought, and will, being able to support and stand on her/his thoughts, opinions, and views. The respect for other members, being able to listen to others, being able to build a constructive feedback system based on the opinions and suggestions of others, being able to communicate in group situations, being able to solve problems based on aspects sensitive views and culture, being able to ask questions (openly, closed, fact-finding, follow-up, or feed-back) to achieve the desired goal, being able to quickly listen to written and oral statements, being able to using information technology media such as fax, computer, telephone, and other electronic devices.

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