
Persuasive Communication in an Educational Perspective

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Abstract

This study discusses the concept of persuasive communication from an educational perspective, the importance of persuasive communication in education, the obstacles experienced by teachers in applying persuasive communication and persuasive communication models in education. This research is library research with descriptive-qualitative approach. The method and analysis used is inductive qualitative analysis. Inductive qualitative data analysis is an analysis based on the data obtained, then developed into answers to the problems in this study, and searched for data repeatedly so that the data collected can be known to be accepted or rejected. The results of the study indicate that persuasive communication in education is a communication interaction that occurs between teachers and students in an educative and humanistic manner with the aim of changing the attitudes, behavior and views of students so that learning activities run well and achieve the learning objectives that have been set. There are several teacher barriers in persuasive communication, namely biological, psychological, and gender barriers, both from the teachers themselves and from students. Furthermore, persuasive communication is very important for students because it will improve students' cognitive and social abilities, generate learning motivation and students' self-confidence and provide benefits, maintain and improve positive relationships and attitudes between teachers and students. Teachers can apply this persuasive communication by adjusting to learning situations and conditions through various models, both equation models, separate balanced, unbalanced separately, monopoly, linear, interactive and transactional.

Keywords: *Persuasive Communication; Educational Perspective.*

INTRODUCTION

When a communicator communicates, what matters is not only what he says, but his own circumstances. He doesn't communicate what he says, he communicates what he is. He cannot tell listeners to just pay attention to what he is saying. The listener will also pay attention to who is saying. Sometimes who is more important than what. A religious fatwa from a kyai, health instructions from a doctor, an explanation of fashion developments from a designer, or a description of learning techniques from a psychologist will be heard more than anyone else finds. On the other hand, it is difficult for us to trust instructions from diplomats, guidance on the use of cosmetic tools from mathematicians and ways of being

married from a bachelor (Rakhmat, 2018:317-318). Therefore, if a person wants to be heard what he has to say, then he must have certain skills and do something according to what he says.

Aristotle in Rakhmat argues that persuasion is achieved because of the personal characteristics of the communicator, which when he conveys his speech we consider it trustworthy. We are fuller and quicker to believe in good people than anyone else. This applies when certainty is not possible and opinions are divided. It is not true, while the rhetorical writer assumes that the personal goodness expressed by the speaker has no effect on his power of persuasion, on the contrary, his character can almost be called the most effective means of persuasion he has (Rakhmat, 2018:318). Thus, a communicator must have a good character in order to influence others and this character becomes a persuasive medium for communicators to communicate.

In education, the communication process takes place between teachers and students. Teachers act as communicators and students act as communicants. Vice versa, teachers can be communicants and students can also act as communicators, so that feedback occurs between the two. The teacher conveys the educational process to students. The delivery of the educational process must be done in an interesting and memorable way so that what is conveyed does not just pass. The message conveyed must be appropriate and the teacher must know the situation, condition, and character of the students objectively.

In delivering messages, you must have a communication strategy that is able to attract students. One form of communication strategy that is effectively used by teachers in the educational process is persuasive communication. Persuasive communication is communication that does not use physical or certain intimidation that forces students to obey their wishes, both with high tones and frightening facial expressions so that students feel afraid (Enjang and Dulwahab, 2018: 99). Persuasive communication is done by persuading and inviting students well, gentle, loving and wise so that students are influenced and want to do what the teacher wants. If this persuasive communication is implemented properly by the teacher in the educational process, then education will be successful. However, teachers generally do not pay attention to this. The teacher has the principle "the important thing is that the material is completed, whether it is understood by students or not is up to you". If this principle is widely held by teachers, the education process will not be achieved in accordance with the mandate of national education goals.

RESEARCH METHODS

This research is library research and the type of research is qualitative research using pedagogic and psychological approaches. Data processing in this research is done by

processing and analyzing data qualitatively. Qualitative data processing and analysis is carried out through data reduction, data presentation, verification and drawing conclusions. Data reduction is done to answer the problem with the right target. The steps in reducing data in this research are reducing the existing theory, selecting the important ones and making categories and making important notes about persuasive communication in an educational perspective so that it is easily understood by readers, and discarding information or data that is not important. After reducing the data, the next process is to display the data. Data display is done by giving a short description or narrative text, presenting it in a pattern or creating a schema, and connecting one category to another. The last process is drawing conclusions. The conclusion in this study is a new finding that has been tested which is then constructed in the research theme (Sugiyono, 2011: 338). This finding is in the form of a clear description or description of persuasive communication from an educational perspective, the importance of persuasive communication in education and persuasive communication models in education.

Data analysis techniques adapted to the statements in this study. The statement proposed in this study is in accordance with the qualitative analysis, namely the qualitative analysis is inductive. Inductive qualitative data analysis is an analysis based on the data obtained, then developed into answers to the problems in this study. Based on the answers that were formulated from the data, then the data was searched repeatedly so that the conclusions of the answers to these problems were obtained and were accepted or rejected based on the data obtained.

RESULTS AND DISCUSSION

Understanding Persuasive Communication in Educational Perspective

Communication is one of the activities carried out by humans as social beings. Humans always need other humans in fulfilling their survival and interacting and exchanging information in carrying out their activities. According to John Fiske, communication can be defined through two different schools of thought, namely the process school and the semiotic school. The process school defines communication as the transmission of messages and the semiotic school defines communication as the production and exchange of meaning. The process school focuses on how communicators and communicants send and receive messages, see the stages in the communication process, and find failures in the process. Meanwhile, the semiotic school focuses on how messages or texts interact and interact with humans to produce meaning (Fiske, 2016: 2-3). Based on these two schools of thought, communication is defined as a process of interaction that occurs between the communicator and the communicant to produce meaning.

Furthermore, Dance and Stappers in Silfia Hanani defines communication in six categories, namely communication as an activity from one party, activities coming from other parties to influence, communication emphasizing relationships, communication emphasizing sharing, communication as an instrument of information and communication as a symbol user (Hanani, 2017). :14).

In line with the above definition, Larson in Nurudin defines communication which is grouped into three categories, namely the level and degree of abstraction, the level of intentionality, and the level of success and receipt of messages (Nurudin, 2017:25-26). When viewed from the level and degree of abstraction, communication can be general and specific. General communication is a process that connects one part to another part of life. Meanwhile, special communication is a tool for sending messages through media such as telephones, mobile phones, computers and laptops. Viewed from the level of intentionality, communication is defined as situations that allow a source to transmit a message to a recipient consciously to influence behavior. When viewed from the level of success and receipt of messages, communication is defined as the process of exchanging information to gain mutual understanding. Therefore, if someone conveys an opinion or idea to another person and the other person accepts it well and changes occur in him, both cognitive, affective and psychomotor, the communication process is successful and the message is received. Thus, communication is a process of transmitting messages from communicators to communicants that is carried out consciously with the aim of influencing the communicant so that there is a change from the communicant both cognitive (knowledge), affective (attitudes and behavior), and psychomotor (skills).

There are various forms or types of communication, namely communication with oneself, interpersonal communication, public communication and mass communication (Cangara, 2016: 34). Communication with oneself is a communication process that occurs within a person. Interpersonal communication is a communication process that takes place between two or more people face to face through conversation, dialogue, sharing and interviews. Furthermore, public communication is a communication process that takes place collectively by conveying messages to audiences in face-to-face situations. While mass communication is a communication process that takes place by sending messages from institutionalized sources to mass audiences through mechanical means such as television, radio, film, computers or the internet. From these various types of communication, the type of communication that occurs between teachers and students is the type of interpersonal communication.

Interpersonal communication is the most effective communication in persuading others to change attitudes, opinions, and behavior of the communicant and if done face-to-

face it will be more intensive because there is personal contact between the personal communicator and the personal communicant (Kurniawati, 2014: 6). Interpersonal communication is done intimately and really knows the people involved in it. This communication takes place on a limited and small scale so that it is easier to get to know each other. Therefore, this communication is considered the most effective in changing one's attitudes, opinions and behavior (Hanani, 2017:16). Thus, interpersonal communication is a bridge in establishing social relationships between individuals and if this is well established then this communication will run in an intimate and harmonious manner.

One of the techniques in interpersonal communication is persuasive communication techniques. This persuasive communication is a necessity that cannot be delayed and is a part of our lives so everyone should strive to understand and master this technique. Communication experts agree that this technique is a psychological activity in an effort to influence the attitudes, traits, opinions and behavior of people or people (Suhandang, 2014:39). Attempts to influence others can be done in various ways. There are those who do it by means of violence such as terrorizing, boycotting, extorting, bribing and forcing others to behave, behave according to what is expected. There is also a way of persuasion. This is the most effective way of communicating or interacting with humans using arguments and psychological reasons. Persuasion communication uses wise means through propaganda, publicity, advertising, journalism, public relations, and so on. Thus, all the wise methods above are persuasive and work technically on a psychological basis, using logical arguments and reasons (Suhandang, 2014:39).

Persuasive communication is more specific in delivering messages by prioritizing persuasive elements. Someone who uses persuasive communication can transfer beliefs and attitudes, both consciously and unconsciously. This communication is very important because when we communicate persuasively, the person we are talking to is more relaxed, not pressured and forced so that they are free to determine attitudes, actions and decisions to be taken. With this communication, his behavior changes according to what we want. For example, we want to change the habit of children who throw garbage everywhere. We tell the children, throw the trash in the trash, kid, sorry for your friends picking it up, the class gets dirty, we don't feel comfortable studying, later we won't win in the interclass hygiene competition. This statement can make children touched and no longer litter. By using persuasive communication when conveying messages to others, they will not be offended, feel compelled to do so and will not be hurt. They will gladly accept, changing their views and attitudes consciously and voluntarily.

According to Purnawan in Enjang and Dulwahab, persuasion in principle is influence that uses verbal and nonverbal communication (Enjang and Dulwahab, 2018: 99). Thus, the focus of persuasion is to influence other people by using communication both through words (verbal) directly and in writing as well as using symbols, codes and signs (nonverbal).

In an educational perspective, persuasive communication is communication that is oriented to the psychological aspects of students in order to raise their awareness to learn for their future and the ideals of the Indonesian nation (Zaenuri, 2017: 54). Thus, persuasive communication in an educational perspective is a communication interaction that occurs between teachers and students with the aim of changing the attitudes, behavior and views of students with full awareness, flexibility and containing human nature without pressure, coercion and threats, but with persuasion and invitation so that learning activities run smoothly and the desired learning objectives are achieved.

Barriers to Persuasive Communication in Education

Persuasive communication in education will run effectively if it meets the following criteria:

a. Persuasive communication seen from the teacher's perspective

Teachers must have high credibility or authority, physical and non-physical attractiveness that contains sympathetic, intelligent in analyzing a condition, has integrity or integration between what is conveyed and the actions taken, honest and trustworthy, understands the situation in the school environment, is able to control emotions, understanding the psychological condition of students, being friendly, sociable, firm and able to adapt to society.

b. Persuasive communication seen from the perspective of students

Students have broad knowledge, have the intelligence to receive and digest messages, be friendly, sociable and sociable, understand the interlocutor and be friendly and friendly with the teacher.

c. Persuasive communication is seen from the perspective of the message or material presented

The message or material to be delivered must be designed in such a way, conveyed properly and clearly in accordance with the situation and conditions, the symbols, codes, and signals used must be understood by teachers and students and do not cause multiple interpretations or different interpretations. (Ngalimun, 2017:72-73).

If the above criteria are met properly then persuasive communication will run smoothly and various obstacles can be overcome by the teacher. Barriers that are usually

experienced by teachers in implementing persuasive communication are biological, psychological, gender, and media barriers used (Ngalimun, 2017:73-74). The obstacles are:

- a. Teachers stutter (biological barriers), teachers are not credible, not authoritative and do not understand the characteristics of students or teachers are nervous (psychological barriers), male students are not willing to open up to female teachers or vice versa (gender barriers) .
- b. Students who experience physical disorders such as hearing loss, vision (biological barriers), not focusing or not concentrating when the teacher teaches (psychological barriers), female students will blush when discussing sexual problems with male students (gender barriers)
- c. Teachers and students do not understand the prevailing socio-cultural background so that it can give birth to different perceptions
- d. Teachers and students do not trust each other, have mutual prejudice which can lead to apathy and rejection
- e. The occurrence of one-way communication from teacher to student monotonously and continuously so that students do not have the opportunity to ask for an explanation from the teacher on what is being taught.
- f. Communication is only in the form of verbal communication, namely conveying messages orally so that it is boring for students
- g. The teacher does not use the right media or there is a problem with the media used by the teacher when learning
- h. The teacher does not understand the situation and conditions at the time of learning. Even though the teacher must create conditions in such a way that the attitude offered through persuasion becomes very pleasant.
- i. Teachers do not find and choose the right time to advise and persuade students to continue learning
- j. Teachers do not use language that is easy to understand for students, causing different interpretations of certain symbols, symbols or codes.

Thus the obstacles experienced by teachers and students in persuasive communication. This obstacle can be overcome by maximizing and paying attention to the above criteria so that persuasive communication can run smoothly and be achieved in accordance with the expected goals.

The Importance of Persuasive Communication in Education

The process of persuasive communication has an important role in education because it will assist students in helping, generating and providing benefits in several ways:

a. Helping the intellectual and social development of students (Harapan and Ahmad, 2016:56).

Teachers carry out persuasive communication intensively in developing intellectual abilities or cognitive abilities and social abilities for students. If this communication is maximized, various problems in the cognitive domain can be solved by the teacher. Therefore, teachers must have cognitive abilities and broad insight as well as good social skills so that teachers can become models and companions for students at school.

b. Learning motivation in understanding learning

Motivation to learn as a driving force in students that causes learning activities, ensures continuity in learning, provides direction to learning activities, so that the goals desired by learning subjects can be achieved. Learning motivation is a non-intellectual psychological factor. Its role is very important in terms of growing passion, feeling happy and excited about learning.

Students who have high motivation will have a lot of energy to carry out learning activities (Sardiman, 2014:74). There are three functions of motivation, namely encouraging someone to act, so motivation is a driving force or motor in releasing energy. Motivation in this case is a driving tool for every activity carried out. Furthermore, motivation serves to determine the direction of action, namely towards the goal to be achieved. Motivation can provide direction and activities that must be done in accordance with the formulation of the objectives. The last function is selecting actions, namely determining what actions must be done to achieve goals, by sorting out what is important and not carrying out those that are not useful for the purpose (Sardiman, 2014: 85). Therefore, teachers must establish persuasive communication in the educational process so that students have a strong motivation to learn so that student achievement and learning outcomes increase.

c. Students' self-confidence in understanding learning (Zaenuri, 2017:46).

Self-confidence is a positive assessment of oneself regarding the ability that exists within him to face various situations and challenges as well as the mental ability to reduce the negative influence of doubt that encourages individuals to achieve success or success without depending on other parties and being responsible for decisions made. has been established.

There are four aspects of self-confidence, namely the ability to face problems, be responsible for decisions and actions, the ability to get along and the ability to accept criticism (Kumara in etheses, 2021:15). Self-confidence has a positive impact on students.

the positive impact is being able to control himself when under pressure, easier to focus his attention, can direct himself to challenging goals, keep trying optimally in achieving what he aspires to, developing strategies to achieve his goals, tenacious, not easily discouraged, open and develop opportunities to continue working (Weinberg and Gould in etheses).

In an educational perspective, a teacher must provide verbal persuasive communication. Verbal persuasion will increase self-confidence for students. Verbal persuasion is done by giving positive and motivating words and giving input to students to continue learning.

d. Provide benefits, maintain and improve relationships and positive attitudes between teachers and students.

Positive attitudes that are exemplified to teachers and students will support the process of student learning activities and the effectiveness of students in communicating with teachers and other students. A positive attitude that must be developed by teachers at schools is to open the door of communication, be polite and friendly in communicating, dare to apologize for mistakes made, be fast and responsive, be attentive and act honestly and fairly (Zaenuri, 2017: 58). Thus, a positive attitude must be developed by teachers in schools both in interacting between teachers and other teachers, teachers and education staff, teachers and principals, and most importantly, teachers and students.

There are two ways to communicate a positive attitude in communicating, namely expressing a positive attitude and positively encouraging others to become friends in interacting. Positive attitude refers to two aspects, namely having a positive attitude in itself and having positive feelings for communication situations so that interactions run effectively (Devito, 1997:262-263). A person who always feels negative about himself will always communicate himself negatively to others and will develop negative feelings about himself to others. Likewise negative feelings in interaction. Someone who raises negative feelings in interacting with other people will not enjoy pleasant communication and will cause unpleasant situations and interactions, disturbed and communication will be cut off. In developing a positive attitude, teachers must pay attention to several things, namely respecting others, positive thinking towards others, not raising suspicion excessively, believing in the importance of others, giving appreciation, and commitment in establishing cooperation. With a positive attitude that is developed will lead to open communication.

Open communication in the school environment can provide support, cooperation, mutual respect between students, and respect for teachers without any feeling of reluctance or fear. Therefore, when teachers plan persuasive communication to students, they must consider a positive attitude by taking into account the principles above.

This persuasive communication must be maximized because it will create intimacy between teachers and students, there is no distance between them so that if there are problems both related to learning and outside of learning, the teacher can provide solutions to the problems at hand. Therefore, in persuasive communication, students are not awkward, not afraid, they are brave in answering various questions from the teacher and expressing their opinions and ideas to the teacher. Students have a high level of self-confidence to explore their abilities in the academic field so as to achieve high learning achievement.

Persuasive Communication Models in Education

Persuasive communication in education has several models to achieve educational goals and communication goals. The purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (UU No. 20 of 2003, Article 3). The main purpose of communication is self-discovery, relating to others, convincing in changing attitudes and behavior, and to entertain oneself (Devito, 1997:31-32). With the various models below, persuasive communication must be maximized in the educational process in order to facilitate achieving the goals as stated above.

The models that can be used in education are:

- a. Equality model of communication. In this model, individuals share the same rights in communication opportunities. The application of this model in education, teachers and students have the same rights in communicating. Teachers provide opportunities for students to express ideas, views, thoughts, and display good attitudes and behavior in the educational process.
- b. Separate balanced communication model (Balance Split Model). In this model, the relationship equality is maintained. Everyone has a territory that is different from the others. Everyone is seen as an expert in a different field. In applying this model in education, the teacher establishes a good and close relationship with the students, considering that each student has its own potential and abilities, therefore the teacher must respect and recognize the potential possessed by each student.
- c. Unbalanced Split Model of communication. In this model, one person dominates because he is considered to have more expertise than others and he is the one in control because he has high intellectual intelligence, is wiser and has higher income. In the application of this model in education, the teacher acts as a mentor, trainer, facilitator and controller in the educational process. Teachers with their expertise provide guidance, instructions, and

guidance and supervision in the educational process so that education runs effectively and efficiently.

- d. Monopoly communication model (Monopoly Model). One person is seen as the holder of power. This one person is more commanding in communicating (Fitzpatrick in Rinawati and Fardiah, 2016:32). In applying this model in education, teachers with their duties and functions are able to take control and have the right to give instructions and orders to students. This method is done educatively so that students understand the position and responsibilities of a teacher.

In addition to the above model, other models that can be used in persuasive communication from an educational perspective are linear, interactive and transactional models (Kurniawati, 2014:75-76). The models are as follows:

a. Linear Model

This linear model was coined by Lasswell and developed by Shannon and Weaver. Lasswell's model is a verbal model that describes the sequence of actions that shape communication, starting with who as a communicator, saying what, in what channel, to whom and what effect? (Kurniawati, 2014:75). Furthermore, Shannon and Weaver offer a revised model by making theorization of communication as message transmission (Syahputra, 2014: 2). Communication with this model is one-way communication and there is no feedback between teachers and students, and students play a passive role in the communication process. In education, communication with this model is conditioned by the teacher. There are certain times when teachers use this model and collaborate with other models.

b. Interactive Model

This interactive model is feedback, which is a response to a message. This feedback can be verbal, nonverbal or both, and can be intentional or unintentional. In education, this model is widely used by teachers in the learning process. Especially if the teacher uses the question and answer method and the discussion method in learning. This model is a two-way communication model, teachers and students play an active role in learning. With this model, the learning process is more interactive and fun so that students are motivated in learning.

c. Transaction Model

This transaction model emphasizes the dynamics of interpersonal communication and the role of how someone responds in the communication process. This transactional model recognizes the noise factor in the communication process and the time factor in the communication process which varies from time to time. Therefore, in this model it becomes a personal experience and shared experiences between communicators as changes over time.

For example, communicating with new people will be very different from people you have known for a long time. Dealing with new people expands us personally and changes the way we interact with them. Meanwhile, people who have been known for a long time continue and develop communication that has been well established.

In education, this transactional model puts pressure on the learning process to share and share knowledge and experiences between teachers and students. Communication here is intended as a process that both teachers and students must be dynamically active in achieving learning objectives.

From the various models above, the teacher must apply the model in accordance with the situations and conditions that occur in the educational process, adjust the characteristics of the students, and the teacher's own ability to solve problems that occur both learning problems and problems outside of student learning. Therefore, the teacher must understand well when to use the equation communication model, balanced separately, unbalanced separately, monopoly, linear, interactive, and transactional so that the persuasive communication process can run effectively and efficiently.

To maximize persuasive communication carried out by teachers to students, teachers must activate contact-hours. These contact hours are meeting hours between teachers and students outside of study hours. With these contact-hours, teachers can maximize two-way communication, ask and reveal the condition of students and students can raise various problems and obstacles they face (Sardiman, 2014: 147). Thus, a process of educative interaction and humanist persuasive communication occurs and is established so that it helps the success of students both cognitively, affectively and psychomotorically.

CONCLUSION AND SUGGESTIONS

One of the effective interpersonal communication used by teachers in interacting with students is persuasive communication. Persuasive communication in an educational perspective is communication that is intimately established between teachers and students with the aim of changing the attitudes, behavior and views of students with full awareness, flexibility and containing humanistic nature without pressure, coercion or threats, but with persuasion and invitation so that learning activities are going well and the learning objectives that have been set have been achieved.

The application of persuasive communication often experiences obstacles. These barriers are biological, psychological, gender barriers, barriers that come from the teacher or from the students themselves. Persuasive communication is very important to be applied in schools because it will have a positive impact on teachers and students. For teachers, persuasive communication will increase close, harmonious relationships and positive

attitudes with students. For students, it will develop students' intellectual and social abilities, increase motivation in learning and students' self-confidence, maintain and improve positive relationships and attitudes between teachers and students.

To be able to maximize this persuasive communication, teachers can use several models in education, namely the equation model, balanced separately, unbalanced separately, monopoly, linear, interactive and transaction. All these models must be mastered by the teacher in order to be able to adapt them according to the situations and conditions that occur in the educational process, the characteristics of students and the ability of the teacher himself. In addition, teachers must also activate contact-hours in education. These contact-hours are intended so that communication is maintained and maintained even outside the learning process. By maximizing all of this, education will be successful and educational goals will be achieved.

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