



## Optimization Interpersonal Communication in Education and Learning Contest at MTs.N Parepare City

Ahdar<sup>1\*</sup>, Rahman<sup>2</sup>, Musyarif<sup>3</sup>

<sup>1,2</sup>Fakultas Tarbiyah, IAIN Parepare

<sup>3</sup>Fakultas Ushuluddin Adab dan Dakwah IAIN Parepare

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### ABSTRACT

This research examines How interaction learning This research examines How interaction learning in this research examines How interaction learning at MTs.N Parepare Parepare City, and how application interpersonal communication in the education and learning process at MTs.N Parepare Parepare City. This research was conducted at MTs.N Parepare Parepare City, using a qualitative research survey approach, the population is participant educate class VII as many as 62 people and the sample as many as 31 people, as well educator MTs.N Parepare Parepare City, with data collection techniques used, namely: observation, interviews, questionnaires, and documentation, as well as data analysis qualitative. In this study it was found , several matter including : first, interaction learning at MTs.N Parepare Parepare City walk conducive and effective, though Still There is constraint limitations facilities and funds. Second In principle, educators apply interpersonal communication in the education and learning process at MTs.N Parepare Parepare City, though Still need improved. Aspect existing interpersonal communication maximum is emphasis importance material lesson learned (51.6%), explanation material in a way communicative and logical (48.8%), bringing it closer distance with participant educate in teaching (61.3%), using internal body movements teach or kinesics (74.2%), using expression face in teaching (51.6%), effort explain with understood language participant educate (58.1), effort serve with clear mention of words and sentences (67.7%), effort embed love of material lesson (77.4%), and presentation effective Because similarity background behind culture and religion (90.3%). Meanwhile, what is necessary improved is design pattern presentation material (9.7%), visualization material lessons (9.7%), encouraging act positive in accordance material (35.5%), using deep verbal description teaching (3.2%), using paralinguistics (25.8%), using instruction appearance (22.6%), and effort equalize perception (25.8%). Polman district, and how application interpersonal communication in the education and learning process at MTs.N Parepare Parepare City. In this study it was found, several matter including : first, interaction learning at MTs.N Parepare Parepare City walk conducive and effective, though Still There is constraint limitations facilities and funds. Second In principle, educators apply interpersonal communication in the education and learning process at MTs.N Parepare Parepare City, though Still need improved . Aspect existing interpersonal communication maximum is emphasis importance material lesson learned (51.6%), explanation material in a way communicative and logical (48.8%), bringing it closer distance with participant educate in teaching (61.3%), using internal body movements teach or kinesics (74.2%), using expression face in teaching (51.6%), effort explain with understood language participant educate (58.1), effort serve with clear mention of words and sentences (67.7%), effort embed love of material lesson (77.4%), and presentation effective Because similarity background behind culture and religion (90.3%). Meanwhile, what is necessary improved is design pattern presentation material (9.7%), visualization material lessons (9.7%), encouraging act positive in accordance material (35.5%), using deep verbal description teaching (3.2%), using paralinguistics (25.8%), using instruction appearance (22.6%), and effort equalize perception (25.8%).

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#### \*Corresponding Author:

**Ahdar**

Fakultas Tarbiyah, IAIN Parepare

Email: [ahdar@iainpare.ac.id](mailto:ahdar@iainpare.ac.id)

## INTRODUCTION

Communication is part essential in life man. There is n't any event, time and place without phenomenon communication, even all over aspect life man process through communication. Something reality that communication is liaison very important human, whether in verbal or nonverbal form, nature informative or persuasive, in fact on purpose or coincidentally, look advance or through the media.

Communication is eye chain connection between fellow human, he covers all what are we do, incl problem education and learning. Communication become symbol activity man in various field, so communication is very important for life .

Communication is one of the very fundamental activity in life people man . Need For relate with fellow human, recognized by almost all religions from since Adam and Eve, more carry on that communication clear No can separated with life human, fine as individual nor as member public. He required For arrange manners association between human, because do communication with Good will give influence directly on the structure balance somebody in social. That matter relevant with Thompson's view that :

“Field of Experience refers to all events that an individual has perceived, recognized, or communicated, and includes such things as language, cultural background, and education. Communication is accurate in the area of overlap between the sender's experiences and the receiver's experiences.”

In connection with communication education, still There is opinion general in Indonesia stated that education No give results like what to expect. Existing instructional programs considered Not yet adequate in quality, so learners ( participants educate ) no can Study with Good Because No can catch what students are taught at school, in the sense of messages learning hard digested and learning process teach not enough effective. This is what it is focus attention for activist education , remembering learning and teaching is a very urgent process in face challenges in society especially For realize quality source Power man in various field.

Ongoing effective communication process depends on the principles credibility ( mutual trust ), attractive (power pull), and strength ( power). Then content ( message means for recipient ), clarity ( clarity message ), continuity ( repetition ), channels ( channels communication ) and capability of audience ( ability audience). Principle or signs the can also be applied in the communication process learning education .

In the entire educational process at school , activities Study teach is the most important activity . Here means that succeed or not objective education Lots depends to how is the learning process teaching carried out by students ( participants learner ) and learner (teacher). Barich said that effective learner can be measured from indication personality, attitude, experience and dexterity reach objective. Opinion This describe educator can succeed operate his task if own good personality, have intelligence, and ability communicate, fine internally and external.

In context psychology learning, learning process teach as a communication process is system activities, inclusive learning process teach Arabic, a lot possible factors influence it, whether in nature physical nor non- physical, whether sourced from communicator or sourced from communication, both in nature social nor nonsocial.

In this process communication No always taking place effective Because exists distortion in reception message. Nan Lin said that distortion is big uncertainty in message as received by the recipient in contact communication. Distortion can sourced from a message that has connotative and denotative meaning, the meaning of the message contained in verbal and nonverbal messages . Kirk Dan Talbott in Nan Lin explains that There is three type major distortion namely 1) distortion systematic ( distortion to form message ), 2) distortion fog ( partial from messages that don't until ), 3) distortion shadow ( message meaning be different from what the sender intended message ). All distortion This related with problem base from cognitive recipient. Because of limitations structure understanding recipient, then somebody must be selective to attention, perception , memory and their interpretation . Because of that incoming message must be in limited quantity. Understanding message Already Certain will interpreted in accordance system understanding recipient. So distortion arise No simply originate from selectivity attention, perception, memory and interpretation , but also can caused Because damage to the channel delivery message, however impact still the same, that is meaning message received by the recipient Already in distorted shape.

So cause distortion No only lies in excess information but also the excess of meaning inside message. This matter relevant with what Achmad said stated that disturbance is all something disturbing ability For send or accept message, like disturbance psychological for example draft self weakness, ego, misunderstanding semantics. Distortion can corrected by source If can detected . More Kirk and Talbott continued in Nan Lin's explanation that distortion can repaired through delivery with change desired shape, choose method more parsing sophisticated and the source ( sender ) can add scope message, add things certain relevant ones to in messages, as well do repetition ( redundancy ) of messages. For example in learning, distortion can anticipated with using multimedia, disclosure with style affordable language, connecting message and or material with the real world, as well do repetition to complete in learning.

## METHOD

Types of research This is descriptive qualitative with use approach survey. Approach Survey research is considered the best model To use obtain and collect original data for describe population . Study survey aim For gather information about the number of people great, done through question, okay written nor oral to a number small from population that , as well do observation direct to location study

In education and learning activities, interaction occurs between students and learning resources. Learning sources can be people (educators), references (books, magazines, newspapers, research results, etc.), facilities (computers, films, radio, television, etc.), the environment, and so on. But in classroom learning, the teacher plays the biggest role. Educators have a big role in improving the quality of learning interactions in the classroom. Educators in carrying out learning in the classroom always communicate with students, both interpersonal communication, organizational communication, mass communication, and so on. However, what is most often used is interpersonal communication because this is often used, both in the classroom and outside the classroom.

Education and learning at MTs. Negeri Parepare Parepare City Of course expected can walk effective and with Good. For support increasing quality education and learning so need created good atmosphere, comfortable, peaceful , and so on. Conducive learning activities can be beneficial for the smooth running of activities and learning processes in the classroom. Learning programs, whether annual or semester, run well if the atmosphere in the school and class is conducive and supports the program

It is hoped that educational and learning activities will run conducive and effectively. Conducive to learning means creating an atmosphere of harmony, mutual respect and appreciation, as well as comfort in participating in learning. Then it is effective in learning, namely running the learning program according to the target and time that has been determined. One of the factors in achieving a conducive and effective atmosphere in learning is the ability of educators to manage educational and learning communication. In this research, the focus of discussion is the application of interpersonal communication by educators in education and learning activities at MTs.Negeri Parepare Parepare City.

## RESULTS AND DISCUSSION

### Designing pattern presentation material so that participant educate respond and pay attention

One of necessary aspects prepared educator is designing learning before to in class, incl pattern presentation material . Presentation pattern material Of course considered condition participant educate , incl ability cognition , interests , ideals , tendencies , etc style learn it .

Statement educator above connected with statement respondents participant students , as many as 31 people. Respondents who said ' always ' were 3 people or 9.7%, then those who said ' sometimes ' were 11 people or 35.5%, then those who said ' rarely ' were 12 people or 38.7%, while those who chose the item ' no ever ' as many as 5 people or 16.1%. With So , teachers at school once in a while designing pattern delivery material lesson inside class .

### Emphasis that material presented is need participant educate

Task a educator is convincing to participant educate about importance material lesson . If participant educate evaluate that material lesson the is important and something that is needed will make it focused and serious follow lesson .

Emphasizing that it depends on the students whether they want to respond positively or indifferently if the teacher has explained the importance of the lesson. Then, in the statements of 31 respondents regarding the above, namely 16 people who said 'always' or 51.6%, 9 people who said 'sometimes' or 29%, then 5 people who said 'rarely' people or 16.1%, while those who chose the 'never' item were 1 person or 3.2%. Data from these respondents can be said to always convey and convince students about the importance of the subject matter.

### Explain material in a way communicative and logical so that participant educate satisfied accept lesson

Students can be motivated to learn if the subject matter is accepted by their common sense. Educators are required to have the ability to explain material that is affordable to the student ratio, so that students understand and master the material. For example, if fiqhi lessons are accepted with common sense, it can make students more diligent in studying fiqhi.

The statement from the educator above refers to the students' ability to understand and master the lesson. There were 31 respondents, 15 people said 'always' or 48.4%, 13 people said 'sometimes' or 41.9%, then 3 people said 'rarely' or 9.7%, while the last one was not. there select items never.

### Visualize material with media or give example concrete

In the learning , sometimes material lesson requires visual media with picture or else, and or need identical examples with the theme discussed . Educator expected own ability For explain material lesson to participant educated and capable using visual media and providing identical example . The more Lots method

used educator in explain material so possible participant educate can understand with Good material the .

in connection with the respondent's statement about the application of educators in terms of visuals and giving examples. Of the 31 respondents, 3 people said 'always' or 9.7%, 21 people chose the item 'sometimes' or 67.7%, then 5 people chose 'rarely' or 16.1%, while those who chose the item 'never' as many as 2 people or 6.5%. Thus, educators sometimes use visual media in classroom learning activities.

### **Encourage students to act positively, namely implementing the message of the lesson material**

One of the learning targets is a change in student behavior, both cognitive, affective and psychomotor. These changes are long-lasting and always renew the behavior.

Educators, as per the results of the interview above, try to explain the subject matter so that it can shape students' personalities, and another effort is to familiarize themselves with it through examples given by educators. Then, 31 respondents rated the results of the questionnaire, namely 11 people who said teachers 'always' set examples or 35.5%, then 16 people who said 'sometimes' or 51.6%, then 3 people who said 'rarely' or 9.7%, while those who chose the item never were 1 person or 3.2%. From this data, it can be said that educators always provide examples and become role models, especially in educational and learning activities at school.

### **Using adjectives ( verbal descriptions ) so influence view participant educate within learning**

Sometimes educators have to explain an object and are required to present it as it is. On the other hand, educators are also required to neutralize these objects so that assessments can be balanced, between positive and negative. Regarding learning in the classroom, a statement from one of the MTs educators will be presented. Negeri Luyo, in an interview, stated that "sometimes we use the verbal description model in learning to simply test students, but in principle it is rare because students' absorption capacity is still simple"

The description of the statement above is also strengthened by the respondents' statements through questionnaire data. Of the 31 respondents, 1 person said that educators 'always' use verbal descriptions or 3.2%, 5 people rated 'sometimes' or 16.1%, then 23 people rated 'rarely' or 74.2%, while those who 2 people or 6.5% chose the 'never' item. Thus, educators rarely use a verbal description approach in learning, because it is adapted to the material and the range of students' thinking.

### **Use distance ( proxemics ) inside convey material in class**

Communication distance is sometimes interpreted as a sign of closeness between educators and students. If the distance is close, it may be interpreted as familiarity or an important message, and vice versa, if the educator is not too close, the message may be mediocre or not very familiar.

Related to the statement above, it is also reinforced by the responses of 31 respondents, namely those who think that educators 'always' approach us in learning are 19 people or 61.3%, then those who say 'sometimes' are 8 people or 24.8%, and those who say 'sometimes' are 8 people or 24.8%, and those who 4 people or 12.9% said 'rarely', while the last one chose the item never.

### **Use body movements ( kinesics ) in serve material in class**

In teaching, physical movement is part of the characteristics of harmony between the mind and muscle control of the educator. Physical activity can also help to provide students' perceptions, whether it is important, normal, immediate, needs to be avoided, and so on. Body movements, part of nonverbal language, can be understood by students if they have become a habit and are accompanied by language expressions. For example, giving a thumbs up to students can be interpreted as good, good, smart, correct, etc., then it becomes clearer if it is accompanied by verbal language, thumbs up and then emphasized with verbal language. You are great.

In classroom observations, educators often make body movements when presenting material, especially material related to practice, for example in teaching ablution, tayammum, prayer, and so on. Through these observations, it was also confirmed by the respondents' responses that of the 31 respondents, 23 people said 'always' doing exercise or 74.2%, then 6 people said 'sometimes' or 19.4%, while those who said 'rarely' as many as 2 people or 6.5%. Thus, teachers always use body movements as a form of reinforcement, providing models, and so on in providing lessons in class.

### **Use facial expressions in serve material in class**

Apart from the kinesic model, facial expressions are often a symbol of learning communication in the classroom. Facial expressions are often reflex movements for educators, for example, when students are naughty, educators sometimes express annoyed faces, and so on. Regarding conditions at MTs. Luyo State, the opinion of Mathematics educators should be expressed, namely "Well, what is called an educator in front of the class, sometimes an angry facial expression appears when there are naughty children, or a happy facial expression when the students can do the assignment correctly, and various other facial expressions." Facial expressions can be said to be natural because they often occur as a result of reflexes in response to external

stimuli.

Then in the respondents' statements there were 31 people, 16 people said 'always' or 51.6%, 12 people said 'sometimes' or 38.7%, while 3 people chose 'rarely' or 9.7%.

#### **Use instruction paralinguistic ( intonation , tone of voice , tempo of speech ) so can influence motivation participant educate in follow lessons in class**

This aspect is also a frequent concern for all experts, that sometimes paralinguistic instructions are differentiated by local language factors, culture, or aspects of the sound in question. But in general, each paralinguistic clue implies communication symbols.

Students may give varying responses to each intonation, tone of voice, tempo of speech, and so on. Because on average educators have the same background as students, for example language, culture, and so on, it makes it easier for students to understand. Then respondents assessed the application of paralinguistic instructions in learning, namely those who stated that teachers 'always' applied paralinguistics were 8 people or 25.8%, those who chose 'sometimes' were 17 people or 54.8%, then those who chose 'rarely' were 5 people or 16.1%, while 1 person or 3.2% chose the item never.

#### **Use instruction artifactual ( appearance ) that can be influence participant educate follow lessons in class**

The appearance of educators is the first and main impression in learning activities in the classroom. Educators who look neat and dashing can be a motivation for students to learn and emulate the teacher's behavior.

The statement above will be related to the respondent's statement in response to the teacher's appearance always being attractive to students. Of the 31 respondents, 7 people said that educators 'always' have an attractive appearance, or 22.6%, 18 people said 'sometimes' or 58.1%, then 6 people said 'rarely' or 19.4%, while those who said finally no one selected the item 'never'.

#### **Obstacle participant educate accept lessons in class Because There is difference perception ( view ) with educator**

It's understood that No exists compactness Because difference view in see something . Hard lesson understood participant educate Because Possible No The same respond with opinion educator . For dismissed obstacle this will stated efforts educator inside class , following one person 's statement educator

Efforts educator the assessed Enough OK , so participants educate own broad insight and knowledge will teachings certain in Islam. Following will stated response respondents about effort educators do in equalize perception with participant educate , so interaction learning walk with well , that is Of the 31 people, those who said 'always' were 8 people or 25.8%, those who chose 'sometimes' were 19 people or 61.3%, then those who said 'rarely' were 3 people or 9.7%, while those who chose the item 'not ever' as much as 1 person or 3.2%.

#### **Obstacle accept lessons in class Because problem difficult language absorbed by participants educate .**

One of the factors is that students find it difficult to absorb material because the language used by educators is foreign to students, or educators are less able to discuss a theme according to students' level of reasoning.

The opinion above was also confirmed in the statements of 31 respondents, with 18 people stating 'always' or 58.1%, 11 people who rated 'sometimes' or 35.5%, while 2 people chose 'rarely' or 6.5% . %.

#### **Obstacle accept lessons in class Because not enough clear be spoken educator**

Often the teacher's language is unclear in meaning and direction, perhaps because the educator is tired and has a headache. This is understood as problems that often become technical in the classroom, for example a large class and a low educator voice will hinder learning communication. This is the educator's confession in his interview, namely "This is also sometimes a challenge for educators, because some educators speak quickly when teaching while students are slow to absorb the explanation. "Maybe it's also a factor of low sound in a class that is often noisy, and so on."

The statement above was also expressed by respondents that it was difficult for students to understand what the teacher was saying, so they asked questions and the teacher tried to explain until we understood. What is the intensity of the educators' efforts, following the respondents' statements, namely from 31 people, those who stated that educators 'always' try to anticipate communication barriers were 21 people or 67.7%, then those who said 'sometimes' were 9 people or 29%, then those who 1 person or 3.2% stated 'rarely', while the last one did not choose the item 'never'.

#### **Obstacle accept lesson Because not enough like to lesson certain**

Students often do not have good grades in certain fields of study because they are not happy. There

are also those who believe that whether students enjoy a particular field of study or not depends on the teacher providing learning stimulation to the students.

Educators have made various efforts to get students to respond to lessons. The intensity of the educators' efforts was expressed by student respondents through a questionnaire, namely those who stated that educators 'always' always motivate students to be interested in the lesson as many as 24 people or 77.4%, who rated 'sometimes' as many as 5 people or 16.1%. while those who said 'rarely' were 2 people or 6.5%.

### **Obstacle lesson Because difference culture , religion, or Language**

Students sometimes find it difficult to accept lessons because of differences in background, whether cultural, religious or linguistic.

Students have expressed appreciation regarding differences in backgrounds, and how teachers make efforts to provide explanations to students. Respondents who stated 'always' were 28 people or 90.3%, who said 'sometimes' were 2 people or 6.5%, then Those who rated it 'rare' were 1 person or 3.2%.

The application of learning through interpersonal communication is a requirement for educators to have these skills. In principle, every educator in teaching carries out interpersonal communication, and of course it still needs to be improved. It may be that, in every aspect of interpersonal communication, students experience various experiences in learning through the application of interpersonal communication by educators.

Aspects of interpersonal communication that have been maximized are emphasizing the importance of studying subject matter (51.6%), explaining material communicatively and logically (48.8%), bringing the distance closer to students in teaching (61.3%), using body movements in teaching or kinesics (74.2%), using facial expressions in teaching (51.6%), trying to explain in language that students understand (58.1), trying to present using clear words and sentences (67.7%), trying to instill a love of the subject matter (77.4%), and effective presentation due to similar cultural and religious backgrounds (90.3%). Meanwhile, what is necessary improved is design pattern presentation material (9.7%), visualization material lessons (9.7%), encouraging act positive in accordance material (35.5%), using deep verbal description teaching (3.2%), using paralinguistics (25.8%), using instruction appearance (22.6%), effort equalize perception (25.8%)

### **CONCLUSION**

Aspect existing interpersonal communication maximum is emphasis importance material lesson learned (51.6%), explanation material in a way communicative and logical (48.8%), bringing it closer distance with participant educate in teaching (61.3%), using internal body movements teach or kinesics (74.2%), using expression face in teaching (51.6%), effort explain with understood language participant educate (58.1), effort serve with clear mention of words and sentences (67.7%), effort embed love of material lesson (77.4%), and presentation effective Because similarity background behind culture and religion (90.3%). Meanwhile, what is necessary improved is design pattern presentation material (9.7%), visualization material lessons (9.7%), encouraging act positive in accordance material (35.5%), using deep verbal description teaching (3.2%), using paralinguistics (25.8%), using instruction appearance (22.6%), and effort equalize perception (25.8%). Polman district, and how application interpersonal communication in the education and learning process at MTs.N Parepare Parepare City. In this study it was found, several matter including : first, interaction learning at MTs.N Parepare Parepare City walk conducive and effective, though Still There is constraint limitations facilities and funds. Second In principle, educators apply interpersonal communication in the education and learning process at MTs.N Parepare Parepare City, though Still need improved . Aspect existing interpersonal communication maximum is emphasis importance material lesson learned (51.6%), explanation material in a way communicative and logical (48.8%), bringing it closer distance with participant educate in teaching (61.3%), using internal body movements teach or kinesics (74.2%), using expression face in teaching (51.6%), effort explain with understood language participant educate (58.1), effort serve with clear mention of words and sentences (67.7%), effort embed love of material lesson (77.4%), and presentation effective Because similarity background behind culture and religion (90.3%). Meanwhile, what is necessary improved is design pattern presentation material (9.7%), visualization material lessons (9.7%), encouraging act positive in accordance material (35.5%), using deep verbal description teaching (3.2%), using paralinguistics (25.8%), using instruction appearance (22.6%), and effort equalize perception (25.8%).

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