

THE RELATIONSHIP BETWEEN INTERPERSONAL COMMUNICATION AND NARRATIVE WRITING MOTIVATION AMONG DPKU IPB CLASS OF 61 STUDENTS

Risa Prayudhi^{1*)}, Mukhlas Ansori²⁾, Dewi Indriani^{3*)}

^(1) 0)Bina Sarana Informatika University, Jakarta, Indonesia

²⁾IPB University, Bogor, Indonesia

³⁾LSPR Institute of Communication and Business, Jakarta, Indonesia

^{*)}Correspondence Email: 24072200030@lspr.edu

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ABSTRACT

This study aims to analyze the relationship between interpersonal communication and narrative writing motivation among 61 students from the DPKU IPB class. The research employed a quantitative approach with a correlational design. The sampling technique used was purposive sampling, involving 100 students as respondents. Data were collected through a Likert-scale questionnaire, which had been tested for validity and reliability. The Kolmogorov-Smirnov normality test indicated that the data were normally distributed ($p > 0.05$), allowing the use of the Pearson Product-Moment correlation for analysis. The results showed a positive and significant relationship between interpersonal communication and narrative writing motivation, with a correlation coefficient (r) = 0.429 and a significance level ($p < 0.001$). This correlation falls within the moderate category, as per Cohen's guidelines. This finding suggests that improved interpersonal communication is associated with increased motivation for narrative writing. Based on these findings, it is recommended that students enhance their interpersonal communication skills through activities supporting social interaction. Educators are encouraged to create a communicative and supportive learning environment to foster students' writing motivation. Future research is suggested to explore other variables, such as social support or personal interest, that may also influence narrative writing motivation.

Keywords: *interpersonal communication, narrative writing motivation, Pearson correlation, students*

INTRODUCTION

Interpersonal communication plays a vital role in various aspects of life, including higher education. Effective communication between lecturers and students can influence several academic elements, one of which is motivation for narrative writing (Saputra, 2021). Narrative writing is a crucial skill that not only reflects critical thinking but also demonstrates the ability to organize ideas systematically (S. Putri & Ananda, 2022). For university students, motivation to write narratives is a crucial factor because it is closely related to the ability to compile academic reports, scientific papers, and other assignments (Prasetyo, 2020).

Interpersonal communication is defined as the direct exchange of messages that fosters closer social relationships between individuals (DeVito, 2019). In the educational process, interpersonal interactions between lecturers and students play a crucial role in creating a supportive learning environment and motivating students to participate actively in learning (Yunus, 2023). Research indicates that effective interpersonal communication can enhance student engagement in academic tasks, including writing (Rahmawati, 2022). When

communication between lecturers and students is successful, students are more likely to have higher self-confidence and increased motivation to complete their academic tasks (Mustofa, 2021).

Motivation for students to write narratives is influenced by several factors, including academic support from lecturers, classroom atmosphere, and interpersonal interactions during the learning process (Hidayat, 2020). Motivation in writing is a psychological factor that encourages individuals to produce meaningful and high-quality writing (Santoso, 2021). Previous research shows that students who feel supported by lecturers through good communication tend to have higher motivation to write narrative (Puspita, 2022).

However, several studies have also identified a gap between expectations and reality in interpersonal communication within the academic environment. Many students struggle to express their ideas freely due to ineffective two-way communication (Amalia, 2021). Additionally, time constraints and less interactive teaching methods often hinder the development of productive communication (L. Sari, 2023). Therefore, it is important to examine the relationship between interpersonal communication and motivation to write narratives to better understand these interactions and how they either encourage or hinder students' learning process (Lestari & Hidayah, 2023).

This study examines the relationship between interpersonal communication and motivation to write narratives among students of the Directorate of General Competency Education (DGCE) at IPB, specifically those in Batch 61. This research is necessary because students need strong writing skills as part of their academic competence (Susanto, 2022). Additionally, the results of this study aim to provide lecturers with insights into the importance of effective communication in boosting student motivation (Fauzan, 2021).

The problem formulation in this study includes three main aspects. First, what is the level of interpersonal communication between lecturers and DPKU IPB Batch 61 students? Second, what is the level of motivation to write narratives among DPKU IPB Batch 61 students? Third, is there a significant relationship between interpersonal communication and motivation to write narratives among DPKU IPB Batch 61 students?

The objectives of this study were to analyze the level of interpersonal communication between lecturers and students of DPKU IPB Batch 61, assess the level of motivation to write narratives among DPKU IPB Batch 61 students, and explore the relationship between interpersonal communication and motivation to write narratives among DPKU IPB Batch 61 students.

This research is expected to provide both theoretical and practical benefits. Theoretically, this study contributes to the body of knowledge in the field of interpersonal communication and motivation to write narratives, particularly within the context of higher education. The findings are also anticipated to serve as a reference for future research on similar topics. Practically, this study offers recommendations for lecturers to enhance the quality of interpersonal communication to boost students' motivation to write. For students, this research aims to raise awareness about the significance of effective communication in supporting the development of narrative writing skills.

Interpersonal communication refers to the process of exchanging information, ideas, and feelings between two or more individuals that occurs directly or through certain media (DeVito, 2019). This form of communication plays a crucial role in fostering social relationships, enhancing understanding among individuals, and facilitating effective interactions. According to Adler and Proctor (2018), interpersonal communication encompasses various elements, including openness, empathy, support, a positive attitude, and equality. In an academic setting, interpersonal communication between lecturers and students influences the teaching and learning process, including motivating students to improve their writing skills.

Interpersonal communication in the educational environment plays a significant role in shaping student behavior and motivation. The quality of interaction between lecturers and

students can influence their support for academic achievement. Previous research confirms that good communication fosters higher self-confidence and motivation in various academic activities, including narrative writing (Hargie, 2020).

Narrative writing motivation is an internal or external drive that encourages individuals to express ideas in the form of stories or experiences in writing (Santrock, 2005). According to Ryan and Deci (2020), writing motivation can be classified into intrinsic and extrinsic motivation. Intrinsic motivation refers to internal drives, such as enjoyment in writing, whereas extrinsic motivation focuses on external factors, including academic rewards or outcomes. Narrative writing involves the ability to develop a storyline, characterization, and structure a cohesive structure (Graham et al., 2020).

Research by Smith (2021) shows that students' motivation to write narratives is affected by many factors, such as support from the academic setting and the quality of personal communication. When students feel supported and appreciated by their instructors, they are more likely to be motivated to write and to create complex stories.

Research on the relationship between interpersonal communication and motivation to write narratives has various theoretical and practical benefits. Theoretically, this study contributes to the development of the concept of interpersonal communication in the context of higher education. In addition, this study enriches the study of factors that influence writing motivation among university students (Johnson, 2023).

Practically, the results of this study are expected to offer insights for instructors and educational institutions to enhance communication with students and boost writing motivation. Additionally, this research can serve as a reference for designing learning programs that better support the development of narrative writing skills among students (Kusumaningrum, 2022).

According to research conducted by Brown and Levinson (2021), effective communication between lecturers and students can boost self-confidence and encourage active participation in academic activities, including writing. Supportive interactions offer constructive feedback, improve understanding, and motivate students to produce higher-quality writing tasks (Anderson et al., 2021).

In a study conducted by Rahardjo (2022), it was found that students with strong interpersonal relationships with their lecturers exhibited higher motivation in completing writing assignments. Positive interactions foster a supportive learning environment, boost student engagement, and encourage them to develop more complex and creative writing skills (R. Putri et al., 2023).

Self-Determination Theory (SDT), developed by Deci and Ryan (2020), emphasizes the importance of basic psychological needs such as competence, relatedness, and autonomy in influencing individual motivation. In the educational context, this theory highlights that positive interpersonal interactions can fulfill students' needs for connectedness, which in turn increases their intrinsic motivation to write (Deci & Ryan, 2020).

According to Deci and Ryan (2020), when students feel socially supported through effective communication with lecturers, they are more likely to experience an increase in their intrinsic motivation to write narratives. This support fosters an environment that values autonomy and competence, which are crucial factors in sustaining and enhancing long-term motivation.

Research conducted by Rahmat *et al.* (2022) demonstrates a positive correlation between the quality of interpersonal communication and academic motivation, including writing motivation. This study revealed that students who have access to open communication with lecturers show higher levels of motivation in completing academic tasks.

In another study, Anderson *et al.* (2021) found that supportive interpersonal communication increased students' confidence in writing. Constructive feedback from lecturers plays a crucial role in shaping students' intrinsic motivation to develop their narrative writing skills.

Putri *et al.* (2023) also confirmed that positive interpersonal relationships create a supportive learning environment, increase students' active engagement, and motivate them to participate in writing tasks with greater enthusiasm. This study provides empirical evidence that effective communication can be a key factor in encouraging writing motivation among university students.

RESEARCH METHOD

This study employs a quantitative approach with a correlational design to analyze the relationship between interpersonal communication and motivation to write narratives among DPKU IPB class 61 students. The quantitative approach with a correlational design was chosen because it allows researchers to measure the relationship between variables through numerical data collection and statistical analysis (Sugiyono, 2021). With this method, researchers can objectively and systematically identify the extent to which interpersonal communication affects motivation to write narratives.

In the study entitled "The Relationship between Interpersonal Communication and Motivation to Write Narratives on DPKU IPB Batch 61 Students", sampling of 100 respondents from a total population of 5,170 using *purposive sampling* technique was based on considerations of efficiency, representativeness, and research focus. According to Sugiyono (2021), *purposive* sampling is used when researchers determine samples based on certain characteristics that are in accordance with research objectives. The number of 100 respondents was chosen because it was considered sufficient to represent variations in interpersonal communication and motivation to write narratives among DPKU IPB Batch 61 students, taking into account the limited time and resources available. In addition, in accordance with Roscoe's opinion in Sekaran & Bougie (2016), a sample size of between 30 to 500 respondents is considered adequate for social and behavioral research. Therefore, the selection of 100 respondents is expected to yield valid and reliable results, enabling the identification of the relationship between interpersonal communication and motivation to write narratives in a student environment.

The independent variable in this study is interpersonal communication, while the dependent variable is narrative writing motivation. Interpersonal communication is defined as the process of exchanging information, ideas, and feelings between two or more individuals through face-to-face interaction or other communication media (DeVito, 2019). Narrative writing motivation is defined as an internal or external drive that encourages individuals to write stories or narratives creatively and systematically (Santrock, 2005).

The instrument used in this study is a closed questionnaire with a five-point Likert scale (1=strongly disagree to 5=strongly agree). The interpersonal communication questionnaire was prepared based on DeVito's interpersonal communication theory (2019), which has been modified according to the context of DPKU IPB students. This questionnaire encompasses key aspects of interpersonal communication, including openness, empathy, support, positive feelings, and equality in interaction. The narrative writing motivation questionnaire was developed based on Santrock's (2005) modified theory, encompassing the dimensions of intrinsic and extrinsic motivation, including the desire to express ideas, academic needs, and the urge to develop writing skills.

The questionnaire was distributed directly to the respondents to ensure the validity and reliability of the data collected. The researcher gave clear instructions and ensured that each respondent understood the purpose of the study before completing the questionnaire. According to Creswell (2020), data collection using closed questionnaires is effective in

quantitative research because it allows researchers to collect data in a relatively short time and facilitates the statistical analysis process.

The collected data were analyzed using three main stages, namely descriptive statistics, normality test, and *Pearson Product Moment* correlation test. Descriptive statistics are used to describe data characteristics through the calculation of *mean*, *median*, and standard deviation (Ghozali, 2021). *Mean* or average shows the middle value of the data distribution, *median* shows the middle value that divides the distribution into two equal parts, while standard deviation measures the spread or variability of the data (Field, 2018).

The normality test is conducted to determine whether the data are normally distributed, which is a prerequisite for many inferential statistical tests (Ghozali, 2021). This study uses the Kolmogorov-Smirnov test method, which is suitable for large samples (>50) (Field, 2018). If the significance value (p) > 0.05 , the data are considered normally distributed (Ghozali, 2021).

If the normality test results show that the data is not normally distributed, the Spearman correlation test is used. The Spearman correlation test is a non-parametric test used to measure the relationship between two ordinal variables or data that is not normally distributed (Ghozali, 2021). The results of the Spearman correlation are expressed in the correlation coefficient (ρ), which ranges from -1 to $+1$. Positive values indicate a unidirectional relationship, while negative values indicate an opposite relationship (Field, 2018). The interpretation of the correlation coefficient follows the guidelines of Cohen (2013). The value of $|0.10-0.29|$ indicates a weak correlation, $|0.30-0.49|$ indicates a moderate correlation, and $\geq|0.50|$ indicates a strong correlation.

To ensure the validity and reliability of the instrument, validity tests using Pearson product-moment correlation and reliability tests using *Cronbach's Alpha* were conducted. Validity indicates the extent to which the instrument measures what it is supposed to measure (Sugiyono, 2021), while reliability measures the consistency of results over time (Ghozali, 2021). This interpretation indicates that an *Alpha Cronbach* value of 0.70 or higher is considered acceptable for reliability.

This research involves several implementation procedures. First, the researcher developed a questionnaire based on relevant theory. Second, a pre-test was conducted to assess the instrument's clarity and consistency. Third, the questionnaire was distributed to selected respondents, and the results were analyzed using SPSS version 27 software.

With this approach, it is expected that the research will provide an in-depth understanding of the relationship between interpersonal communication and motivation to write narratives among DPKU IPB class 61 students, as well as make theoretical and practical contributions to the fields of communication and education.

RESULTS AND DISCUSSION

Based on the results of the descriptive analysis, the Interpersonal Communication variable has a minimum value of 44 and a maximum value of 73, out of 100 respondents. The average (*mean*) obtained is 59.12, with a standard deviation of 6.583, indicating that the data distribution is centered around the average value and exhibits relatively small variation. Meanwhile, the Narrative Writing Motivation variable has a minimum value of 15 and a maximum value of 75, with a mean of 55.96 and a standard deviation of 11.078, indicating that the data variation is greater than that of interpersonal communication.

| Descriptive Statistics | | | | | | |
|--------------------------|-----|---------|---------|-------|----------------|----------|
| | N | Minimum | Maximum | Mean | Std. Deviation | Variance |
| Komunikasi Interpersonal | 100 | 44 | 73 | 59,12 | 6,583 | 43,339 |
| Motivasi Menulis Narasi. | 100 | 15 | 75 | 55,96 | 11,078 | 122,726 |
| Valid N (listwise) | 100 | | | | | |

Figure 1.

The high variation in narrative writing motivation indicates that there are significant differences among respondents in terms of their motivation (Ghozali, 2021). This descriptive analysis is crucial for understanding the characteristics of the data before proceeding to the stage of testing the relationship between variables (Sugiyono, 2017).

Based on the results of the Kolmogorov-Smirnov normality test, the Interpersonal Communication variable has a significance value (Sig.) of 0.200, while the Narrative Writing Motivation variable also has a significance value (Sig.) of 0.200. According to Ghozali (2021), data are considered normally distributed if the significance value (Sig.) is greater than 0.05. Because both variables have a significance value greater than 0.05, it can be concluded that both variables fulfill the assumption of normality.

| Tests of Normality | | | | | | |
|--------------------------|---------------------------------|-----|-------|--------------|-----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Komunikasi Interpersonal | ,063 | 100 | ,200* | ,988 | 100 | ,528 |
| Motivasi Menulis Narasi | ,055 | 100 | ,200* | ,972 | 100 | ,034 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 2.

The Kolmogorov-Smirnov test is used to determine whether the data is usually distributed, especially in large sample sizes ($n > 50$). This method has the advantage of testing normality without requiring a particular data distribution (Field, 2018). In this study, with a sample size of 100 respondents, the use of the Kolmogorov-Smirnov test is considered appropriate, and the results indicate that the data from both variables are normally distributed.

Based on the results of the *Pearson* correlation test, a correlation coefficient value ($r = 0.429$) was obtained between the variables of Interpersonal Communication and Motivation to Write Narratives with a significance value ($p < 0.001$). This value indicates that there is a positive and significant relationship between the two variables at the 99% confidence level ($\alpha = 0.01$).

| Correlations | | | |
|--------------------------|---------------------|--------------------------|--------------------------|
| | | Komunikasi Interpersonal | Motivasi Menulis Narasi. |
| Komunikasi Interpersonal | Pearson Correlation | 1 | ,429** |
| | Sig. (2-tailed) | | <,001 |
| | N | 100 | 100 |
| Motivasi Menulis Narasi. | Pearson Correlation | ,429** | 1 |
| | Sig. (2-tailed) | <,001 | |
| | N | 100 | 100 |

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 3.

According to Cohen (2013), a correlation coefficient between 0.30 and 0.49 indicates a moderate relationship. This suggests that improved interpersonal communication is associated with higher motivation to write narratives among DPKU IPB Batch 61 students. This result suggests that interpersonal communication plays a significant role in enhancing motivation to write narratives (Ghozali, 2021).

The results of the *Pearson* correlation test showed a positive and significant relationship between Interpersonal Communication and Narrative Writing Motivation, with a value of $r = 0.429$ and $p < 0.001$. According to Cohen (2013), this correlation value is in the medium correlation category ($0.30 \leq r \leq 0.49$). The positive correlation indicates that the better interpersonal communication skills students possess, the higher their motivation to write narratives. A significance level below 0.01 ($p < 0.01$) confirms that this relationship has a 99% confidence level, indicating that the results are strong and not coincidental.

Effective interpersonal communication enables students to exchange ideas, receive feedback, and develop confidence in their writing. This aligns with Devito's (2011) opinion that effective interpersonal communication can enhance individual understanding and motivation in completing cognitive tasks, such as writing. In addition, research by Sari & Putra (2020) shows that open and supportive communication in the academic environment contributes significantly to increasing students' learning motivation, including in writing skills.

The results of this study are consistent with Widyastuti's (2018) findings, which suggest that students with good interpersonal communication skills tend to have higher academic motivation, including in writing. However, the relationship found in this study was in the moderate category, indicating that although interpersonal communication has an influence, there are still other factors that contribute to the motivation to write narratives, such as personal interest, social environment, or academic support (Santrock, 2005).

This study supports the results of previous research conducted by Sari & Putra (2020). They found a positive relationship between interpersonal communication and academic motivation with a correlation coefficient of $r = 0.412$. Similar findings were also revealed by Widyastuti (2018) which showed that students with good communication skills have higher motivation in writing-based assignments. However, this result differs slightly from Andriani's research (2022), which reveals a stronger relationship ($r = 0.512$), as it involves respondents in a more interactive communication environment, such as a writing community.

Thus, the results of this study support the theory that interpersonal communication is a crucial factor in enhancing writing motivation. However, the moderate level of the relationship suggests that other factors may also need to be explored further in future research.

CONCLUSION

Based on research on the Relationship between Interpersonal Communication and Narrative Writing Motivation in DPKU IPB Batch 61 Students, it can be concluded that 1) there is a positive and significant relationship between interpersonal communication and narrative writing motivation in students, with a Pearson correlation value (r) = 0.429 and a significance level of $p < 0.001$; 2) the strength of the correlation indicates that the relationship between the two variables is moderate, meaning that better interpersonal communication among students tends to be associated with higher motivation to write narratives; 3) this finding supports the theory of interpersonal communication, which states that effective interaction can boost individual motivation to complete academic tasks, including writing; 4) although interpersonal communication has a significant relationship, other factors outside this study, such as social environment, personal interest, or academic support, may also influence motivation to write narratives. Therefore, efforts should be made to improve students' communication skills through activities such as joining organisations, participating in class discussions, or attending communication skills training. Additionally, instructors are encouraged to create a communicative and supportive learning environment to motivate students to communicate.

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