




Interpersonal Communication Skills Training for Kader Surabaya Hebat (KSH) in Sukolilo Village

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ABSTRACT

According to data from Sukolilo District, the Kader Surabaya Hebat have 20 members. Their role is to assist residents and families in implementing Clean and Healthy Lifestyles (PHBS). However, in carrying out their duties, problems often arise, ranging from ridicule, accusations of manipulating and exploiting residents' data for personal gain, to the spread of conspiracy theories and hoaxes. These problems hamper the Surabaya City Government's PHBS program, especially when it is not supported by effective communication between cadres and the community. Therefore, the Faculty of Psychology at the University of North Sumatra (UHT) conducted an empowerment intervention to improve interpersonal communication in Sukolilo Village. This one-day activity included counseling and a Q&A session with 15 female cadres. The activity was measured using a Likert-based effective communication questionnaire to gauge understanding before and after the training. The questionnaire was based on indicators of openness, empathy, support, positive attitudes, and equality. This activity was attended by 15 female cadres. The results showed no significant difference before and after the training. Recommendations include conducting regular mentoring activities and ensuring improvement by practicing effective interpersonal communication skills.

Berdasarkan data Kecamatan Sukolilo , Kader Surabaya Hebat beranggotakan 20 orang. Peran mereka adalah mendampingi warga dan keluarga dalam menerapkan Pola Hidup Bersih dan Sehat (PHBS). Namun, dalam menjalankan tugasnya, sering muncul permasalahan, mulai dari ejekan, tuduhan manipulasi dan eksploitasi data warga untuk keuntungan pribadi, hingga penyebaran teori konspirasi dan hoaks. Permasalahan-permasalahan inilah yang menghambat program PHBS Pemerintah Kota Surabaya, apalagi jika tidak ditunjang oleh komunikasi yang efektif antara kader dan masyarakat. Untuk itulah Fakultas Psikologi UHT melakukan intervensi pemberdayaan untuk meningkatkan komunikasi interpersonal di Desa Sukolilo. Kegiatan ini dilaksanakan sehari dengan memberikan penyuluhan dan tanya jawab yang diikuti oleh 15 ibu kader. Kegiatan ini diukur dengan diberikannya kuesioner komunikasi efektif berbentuk skala Likert untuk mengukur pemahaman sebelum dan sesudah mengikuti penyuluhan. Kuesioner komunikasi efektif ini berdasarkan indikator keterbukaan, empati, dukungan, sikap positif, kesetaraan. Hasil kegiatan



menunjukkan bahwa tidak terjadi perbedaan yang signifikan sebelum dan sesudah penyuluhan. Saran yang bisa diberikan adalah melakukan kegiatan pendampingan secara berkala dan memastikan peningkatan dengan mempraktekkan cara berkomunikasi interpersonal yang efektif.

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A. INTRODUCTION

Sukolilo is a sub-district located in the eastern part of Surabaya. This lowland area includes a conservation area in the eastern part of the region, namely the East Coast of Surabaya (Pamurbaya), with most of its land consisting of mangrove forests and fish ponds. Sukolilo Sub-district consists of seven villages: Semolowaru Village, Nginden Village, and Jangkungan Village, Menur Village, Pumpungan Village, Klampis Village, Ngasem Village, Gebang Village, Keputih Village, and Medokan Village, Semampir Village. Keputih Village is one of the villages in Sukolilo Sub-district, located in the easternmost part of Surabaya City.

Based on social and economic mapping data conducted by the Surabaya Institute of Technology (ITS) in November 2016, the characteristics of Keputih residents, as indicated by financial indicators, reveal that the majority are self-employed, operating household-scale businesses. There is potential for fish processing development, with 150 families working as fish farmers, and a small proportion working as fishermen (1 family). From a socio-cultural perspective, residents are adaptive and pluralistic, with a high potential for inter-resident conflict (Sutikno et al., 2018). Related to this, health and environmental problems persist in the area, due to the community's own behavior and environmental conditions, which lack awareness of independent, clean, and healthy living, which impacts their health.

The Surabaya City Government, specifically the Mayor, established the Kader Surabaya Hebat (KSH) in 2022. This cadre serves as a community service, replacing the Integrated Health Service Post (Posyandu). The duties of this KSH are: 1) conducting data collection and conditions of residents through the application say residents, 2) assisting and implementing the implementation of integrated health post (Posyandu) activities, 3) implementing alert village activities, 4) participating in deliberation activities to find solutions to problems that occur in their area, 5) providing motivation to the community to participate in development activities, environmental management and empowerment, communities in the field of Health and Family Planning, 6) providing socialization to the community regarding PHBS, exclusive breastfeeding, health protocols, the importance of vaccination, environmental management and sorting of organic and inorganic waste, 7) conducting monitoring in the community, including: monitoring waste sorting, monitoring larvae, monitoring pregnant women, stunting, malnutrition, pregnant women, postpartum, elderly, 8) providing vitamin A and deworming medication to toddlers, multivitamins to the elderly, and iron tablets to young women, 9) conducting data collection on traditional processed products and the use of traditional medicine (Fauzi & Suprobowati, 2024). In this case, the role of health cadres is as community mobilizers, tasked with providing guidance and health services to the community, with the goal of fostering community independence.

According to data from Sukolilo District, the Kader Surabaya Hebat has 20 members. Their role is to assist residents and families in implementing Clean and Healthy Lifestyles (PHBS),



which is part of stunting prevention efforts. However, in carrying out their duties, problems often arise, ranging from ridicule, accusations of manipulating and exploiting residents' data for personal gain, to the spread of conspiracy theories and hoaxes. These problems hamper the Surabaya City Government's PHBS program, especially if it is not supported by effective communication between cadres and the community.

In addition, (Putri, 2022) studied health cadres in Dupak Surabaya regarding the Communication Strategy of Health Cadres in RW 1, Dupak Village, Surabaya as an Effort to Increase Public Awareness about Covid-19. The results of this study describe the communication strategy used by Health Cadres in RW 1 Dupak in disseminating information related to health issues. The supporting factors for the success of the communication strategy used can be seen from community participation in implementing health protocols. In addition, inhibiting factors encountered during the process of conveying this information occurred due to a sense of distrust of the presence of the Covid-19 virus by some individuals. (Wardani, R. P., Dwi Nanda Rachman, Wulan Syarani Asdam, & Eka Sari, 2024) research on the results of the evaluation in the process of delivering material on effective communication showed that the average results of the knowledge and skills of TB cadre participants regarding effective communication before and after receiving the intervention increased. This indicates that TB cadres have experienced an increase in knowledge and skills related to effective communication. They are able to communicate effectively during the socialization process and accompany patients and their families. Judging from several of these articles, it shows that effective communication has been carried out in several areas, including the Great Surabaya cadres, but in the Keputih area of Surabaya it has not yet been found.

Interpersonal communication is face-to-face communication between individuals that allows participants to directly understand the reactions of others, both verbally and nonverbally (Mulyana, 2022). Meanwhile, (DeVito, 2016) explains that interpersonal communication is the process of sending and receiving messages between two people or a small group of people, with immediate effect and feedback. Interpersonal communication is the process of exchanging information between two people, conveying various messages. Interpersonal communication can occur in the context of one communicator and one communicant (dyadic: two people) or one communicator and two communicants (Daryanto, 2010). Based on the definitions of several figures above, it can be concluded that interpersonal communication is the process of exchanging information through face-to-face communication between two or three people, which allows the communicator to directly experience the reactions of others, both verbally and nonverbally.

According to (DeVito, 2016), indicators of interpersonal communication include: a. Openness: Willingness to respond voluntarily to information received in interpersonal relationships. This open attitude is very influential in fostering effective interpersonal communication. b. Empathy: Feeling what others feel is the process by which someone perceives another person's problems, grasps the meaning of those feelings, and communicates them with sensitivity that truly understands the other person's emotions. c. Support: An open situation that supports effective communication. A supportive attitude reduces defensiveness in communication. d. Positive attitude: Positive feelings about oneself, the ability to encourage others to participate more actively, and the ability to create a communication situation conducive to more effective interactions. e. Equality: Recognition by both parties, creating a sense of mutual respect and usefulness, and having something important to contribute.

One of the three pillars of university education is community service. This is also relevant in Africa. One of the central questions addressed in this article is whether emerging shifts in knowledge production can transform higher education in South Africa to become more socially relevant. Socially distributed knowledge will encourage academics to produce



community service projects that integrate their university research with its application in the broader community (Yusefwaghid, 2002). Similarly, the Faculty of Psychology at UHT, with lecturers specializing in industrial and organizational psychology, conducted activities with women in the KSH (Student Health Empowerment Group) community.

Based on further analysis, the Faculty of Psychology at UHT conducted an empowerment intervention to improve interpersonal communication in Sukolilo Village. The mentoring strategies implemented by the UHT Psychology team include: 1) implementing empowerment activities for Greater Surabaya cadres in Sukolilo Village to improve interpersonal communication, 2) providing increased insight into improving interpersonal communication to KSH, and 3) providing increased insight into efforts to improve interpersonal communication (practical guidance) through implementation in daily life.

Previous literature published in journals indicates that community service programs have been implemented with women in Banyumas and Mojokerto. In Banyumas, the Community Health Empowerment Institute (PKM) is an effort to empower the community to improve their health. The purpose of this activity was to improve the knowledge and skills of Aisyiyah cadres regarding emergency response to injuries and illnesses. This activity also aimed to raise public awareness of clean and healthy lifestyles and childcare practices to improve health. Twenty mothers with toddlers in Kalibagor Village, Banyumas, participated in this training (Kusumawardhani & Susilowati, 2021). In Mojokerto, this community service initiative aimed to empower women-run Micro, Small, and Medium Enterprises (MSMEs) in Mojokerto, Indonesia, by improving their digital marketing communication skills through the practical application of Artificial Intelligence (AI) tools. The program trained 45 women entrepreneurs using a community-based, participatory approach. (Fauzi & Suprobowati, 2024)

Based on the analysis of the problems in Sukolilo Village, the following can be identified:

1. What is the level of interpersonal communication skills of the Kader Surabaya Hebat (KSH) in Sukolilo Village?
2. Is there a difference in understanding among the cadres before and after the interpersonal communication training?

B. METHODS

This Community Service Program consists of several stages, including activity design, implementation, and finally, evaluation. First, activity design is carried out to plan activities according to the needs of the community in the Keputih Village area. This activity design is based on interviews with Keputih Village officials. Second, the activity implementation, namely counseling, is carried out by providing interpersonal communication training materials to Surabaya Hebat (KSH) cadres. The material is delivered through counseling, discussions, and games. Third, activity evaluation is conducted to assess the effectiveness of the activity. The evaluation is conducted to assess the effectiveness of the interpersonal communication counseling activities based on participant responses or reactions. Before the material is presented, participants are given a pre-test to determine their initial conditions before the counseling session. After the material is presented, participants are given a post-test with the same questions as the pre-test to determine their final conditions after the counseling session. This measurement serves as the basis for subsequent interventions. This test is based on Devito's theory, which outlines the characteristics of effective communication, namely openness, empathy, support, positivity, and equality. The questionnaire used a 15-item Likert scale with four alternative responses ranging from Strongly Disagree, Disagree, Agree, to Strongly Agree. Examples of questions asked for openness indicators include: "I try



to understand residents' conditions when conveying information." Empathy indicators include: "I try to see a problem from the residents' perspective during dialogue." Supportive indicators include: "I praise or appreciate residents when they implement suggestions and input from the Great Surabaya Cadres." Positive attitudes include: "I strive to create a pleasant communication atmosphere when discussing with the team or residents." Equality indicators include: "I respect the opinions of every resident regardless of their education level." The analysis used is the t-test.

The definition and items in all the tests are shown in Table 1.

Table 1: Definition of indicators and statements in the test

Indicators	Statements in the test
<i>Openness is defined as a willingness to be honest, transparent, and not withhold relevant information when communicating with others.</i>	I welcome criticism and suggestions from residents and other cadres.
	I carefully select what matters to residents.
	I strive to understand the residents' circumstances when conveying information.
<i>Empathy is the ability to understand and feel what others are feeling, and to put oneself in their shoes when communicating.</i>	I try to see a problem from the residents' perspective during dialogue.
	I sometimes immediately blame residents who don't follow the suggestions made by the Kader Surabaya Hebat
	I can understand that even if some residents don't accept the presence of KSH well.
<i>Supportiveness: (Supportiveness) reflects behavior that encourages acceptance, collaboration, and a sense of security in communication.</i>	I strive to create a comfortable atmosphere when discussing programs with residents from the Kader Surabaya Hebat
	I often feel irritated when residents don't follow the directions given by Kader Surabaya Hebat
	I offer praise or appreciation to residents when they implement the suggestions and input from the Kader Surabaya Hebat
<i>Positiveness includes optimism, respect for others, the use of constructive language, and emphasizing hope and enthusiasm in interactions.</i>	I encourage residents to remain enthusiastic despite facing obstacles or limitations.
	I often display a serious expression when interacting with residents.
	I strive to create a pleasant communication atmosphere when discussing with the team or residents.
<i>Equality: means communicating without feeling superior, respecting the opinions of others, and maintaining equal relationships – both in terms of social status and role.</i>	I value the opinions of every citizen, regardless of their educational level.
	I feel capable of treating all citizens equally, regardless of their background
	I prefer to listen to input from people I consider highly educated.

The implementation mechanism or desain for this activity is depicted in Figure 1.

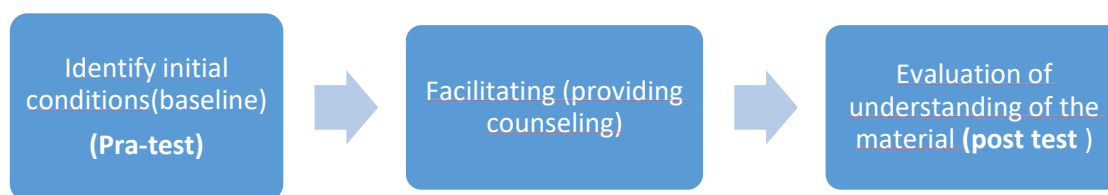


Figure 1: Desain activity for Kader Surabaya Hebat

The participants were women from the Kader Surabaya Hebat. This community service team consisted of lecturers majoring in Industrial and Organizational Psychology, educational staff, and students from the Faculty of Psychology at Hang Tuah University.

The series of activities is shown in Table 2.

Table 2: Series of KSH Extension Activities in Sukolilo Village

No.	Time	Activity	PIC	Equipment
1	09.00 – 09.10	- Attendance list filling - Opening remarks by the MC - Greetings from the Head of the PIO Specialization	-Student -Dr. Gartinia Nurcholis, M.Psi., Psikolog	-Participant attendance list -Pen
2	09.10 – 09.30	Pra-test	Student	Quesioner
3	09.30 – 10.15	Interpersonal communication material	Dr. Nurul Sih Widanti, M.Psi., Psikolog	-Slide power point -LCD
3	10.15 – 11.15	Discussion	Tim dosen	Paper and pen
4	11.15 – 11.30	Post-test	Student	Paper and pen
5	11.30 – 12.00	Games	Student	Game tools
6	12.00 – 12.10	Closing Ceremony Group Photo Giveaway of Souvenirs	Dr. Rini Nurahaju and all teams	Souvenirs

The photo documentation below shows the series of activities in table 2.



Figure 2: Opening remarks by Dr. Gartinia Nurcholis, M.Psi, Psikolog



Figure 3: Delivery of material by Dr. Nurul Sih Widanti, M.Psi, Psikolog



Figure 4: The process of filling out the questionnaire, accompanied by students



Figure 5 & 6 : Discussion and question, and answer session



Figure 7: Closing of activities by Dr. Rini Nurahaju, M.Si, Psikolog

C. RESULTS AND DISCUSSION

1.1. Activity Interpersonal Communication Training

This activity was interpersonal communication training for KSH in Sukolilo Village. The training took place on Saturday, July 20, 2024, from 9:00 AM to 12:00 PM WIB, at the Keputih Village Hall. The training participants were Kader Surabaya Hebat from Keputih Village. Fifteen out of 20 women were in attendance. The number of mothers invited was 20 people, but 15 people attended, as follows:

Table 3 : List Kader Surabaya Hebat

No	Name (inisial)	Age	Kader	Long time as Kader (years)
1	MH	38	RT02/RW01	3
2	LH	48	RT01/RW01	8
3	SOH	58	RT04/RW05	8
4	AY	46	RT02/RW05	8
5	TP	57	RT03/RW08	20
6	YP	46	RT02/RW08	2
7	M	64	RT01/RW04	5
8	NQ	61	RT01/RW08	4
9	ER	36	RT05/RW01	3
10	C	52	RT04/RW02	9
11	WCL	40	RT04/RW02	3
12	SNI	59	RT01/RW07	3
13	RS	59	RT01/RW07	3
14	DM	55	RT03/RW06	4
15	PNA	57	RT01/RW06	1



1.2. Questionnaire Analysis Results

The collected questionnaires yield the following results:

Table 4 : Pre and post test

Kader	Pre Test	Post Test
1	31	29
2	29	33
3	31	31
4	30	29
5	39	38
6	28	36
7	27	28
8	30	34
9	43	42
10	29	33
11	35	32
12	32	37
13	34	33
14	29	38
15	28	27

Table 5. Level of Interpersonal Communication Among KSH Mothers in Sukolilo Village

Level	Frequency	Persen
low	9	60.0
medium	4	26.7
high	2	13.3
Total	15	100.0

Based on Table 3, it can be seen that the interpersonal communication category of mothers in Keputih Village is predominantly in the low category, namely 60% (9 people). This condition indicates that the characteristics of effective interpersonal communication have not occurred in the communication patterns of KSH mothers which can be explained as follows: 1) The two-way flow of messages has not occurred well, so there has not been a quick change of roles, because there is still no understanding of the meaning of the message conveyed, 2) Furthermore, although communication is carried out in an informal atmosphere in everyday life, it still cannot equate the roles of the sender and receiver of the message, so there has not been an understanding in the delivery of the message, 3) Furthermore, feedback is not given directly because the communication process is too short. Mothers who act as cadres sometimes do not convey messages in detail and only provide forms for residents to fill out, so that the target is achieved. This hinders the direct feedback process because residents do not receive a proper explanation of what KSH does. 4) Communication is not always close, because cadres sometimes do not convey their messages directly to residents, but rather by placing forms in front of residents' homes or only distributing circulars. This results in ineffective communication. This is consistent with (DeVito, 2016).



Furthermore, during the communication process, communication disruptions occurred that were not detected by the KSH mothers, who delivered the messages. These disruptions arose from inappropriate delivery conditions, such as when residents received messages during noisy work environments, etc. Furthermore, the KSH mothers often overlooked distance and disruptions during delivery, resulting in messages not being received well. Furthermore, psychological disruptions arose from differences in understanding and subjective assessments between the KSH mothers and residents. Psychological disruptions arose from differences in ideas and subjective assessments between the people involved in the communication, such as emotions, values, attitudes, and other factors in conveying messages. In the case of the KSH mothers, it was explained that residents distrusted the KSH mothers when asked to submit photocopies of their ID cards. Fear that their data and identities would be misused for personal gain made residents less cooperative with programs initiated by the Surabaya city government. The next disruption was semantic disruption. This occurred because symbols or sentence usage were poorly understood by residents, resulting in ambiguous meanings that made it difficult for residents, as recipients, to convey the message effectively. This has led to a strained relationship between the KSH (Student Community Empowerment) and residents, hindering the achievement of KSH's work targets. This is consistent with (DeVito, 2016).

Furthermore, the results of the analysis of the understanding of KSH mothers in Sukolilo Village before and after the interpersonal communication training are shown in Table 6.

Tabel 6 : Uji Sampel Berpasangan

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Sebelum materi - Sesudah materi	-1.667	3.735	.964	-3.735	.402	-1.728	14	.106

Based on Table 4, the t-value is -1.728 with a significance level of 0.106 ($p > 0.05$). Therefore, it can be concluded that there is no significant difference between before and after the interpersonal communication counseling at the KSH Village Sukolilo. This is related to the relatively short implementation of the activity, because the KSH cadre mothers were busy with meeting activities, resulting in a lack of concentration. Thus, the presenter was less able to convey the message optimally to the KSH cadre mothers. This is in accordance with Devito's opinion (2019), who stated that communication can be effective if both the sender and recipient of the message are equally focused on the message being conveyed, so that the encoding, decoding, and feedback processes can run effectively. During the activity, the sharing session that was supposed to be provided during the Focus Group Discussion (FGD) activity could not run smoothly because it was hampered by the busy KSH mothers who left the room to attend the meeting. Judging from the material provided, it shows that there needs to be more targeted sharing so that it can provide strategies to mothers in dealing with communication problems that occur in the community, so that they can convey messages according to their duties to create PHBS in Sukolilo Village. However, by providing the



material at least it provides an overview, knowledge from the cognitive level (knowledge to KSH mothers that, in conveying messages, if they do not know the components that form affective interpersonal communication, do not understand communication channel disorders and their solutions, then communication that is said to be effective cannot be achieved. There needs to be further training related to improving effective interpersonal communication skills so that aspects of effective interpersonal communication can be achieved, including openness, empathy, support, positive feelings, and equality (Devito, 2011). To build effective interpersonal communication, it is necessary to pay attention to the aspects of interpersonal communication mentioned above, where it takes time and habituation in the process, and there needs to be feedback from others to strengthen the quality of oneself as a message deliverer.



Figure 8: Industrial and Organizational Psychology (PIO) Community Service Team



Figure 9: PIO Team with KSH mothers from Keputih Village

D. CONCLUSION

The level of interpersonal communication among the women members of the Kader Surabaya Hebat remains relatively low. After conducting counseling on interpersonal communication, no significant differences were found compared to the previous session. Therefore, recommendations for future Community Service activities include the need for more targeted interpersonal communication training to improve the KSH cadres' ability to interact with residents.

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F. AUTHOR CONTRIBUTIONS

This activity is supported by the lecturer, staff, and students, as shown in Table 7

Table 7: Author contributions

Name	Job description
Lecturer 1. Dr. Gartinia Nurcholis, M.Psi, Psikolog 2. Dr. Rini Nurahaju, M.Psi, Psikolog 3. Nurul Sih Widanti, M.Psi, Psikolog 4. Dwi Warih Untari, M.Psi, Psikolog	Activity Manager Journal Article Creator Presenter, Material Creation Team Material Creation Team
Staff 1. Nur Fatimah, S.Psi 2. Sulis Setyawati, S.Psi 3. Prapti Ariani, SH 4. Asdi Admin F, S.Kom 5. Lintang Wahyu Ali Harsono	Staff and Student Coordinator Data Analysis Coordinator, Consumption Section IT Support Staff Transportation Infrastructure Support Staff
Students 1. Yovita nakeisha s (20230810042) 2. Alya Hasanah (20230810033) 3. Afiva Defianti (20230810073) 4. Hanifariz Anggri Ananta (20230810077)	Data Analysis Data Analysis Host Game Design

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