



## Interpersonal Communication among Athletes and Badminton Coaches at Irwan Badminton Academy Executive Board

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### Abstract

**Background Problems:** Communication between coaches and athletes has an important role in achieving goals in sports, both during training and competition. One form of communication applied between coaches and athletes is interpersonal communication. This research focuses on interpersonal communication, where in interpersonal communication there are lime main elements which include openness, empathy, support, positive attitude, and common goals. Each element contributes to building effective communication, strengthening motivation, and creating a training environment that supports the holistic development of athletes. **Research Objectives:** This study aims to determine how interpersonal communication between athletes and coaches at the Irwan Badminton Academy. **Methods:** This research is a descriptive qualitative approach. The collection method uses interviews, observation, and documentation. The informants in this study amounted to 13 consisting of 3 coaches, 5 man athletes, and 5 woman athletes at Irwan Badminton Academy Executive Board. **Findings/Results:** The results show that a healthy and productive relationship between coaches and athletes not only affects athletes' performance on the field, but also shapes athletes' character and mental resilience. **Conclusion:** Interpersonal communication that occurs between coaches and athletes goes well, so the opportunity for athletes to achieve achievements would be even greater. This is also evident from the results of observations and interviews, that athletes can show and improve their training performance, and the spirit of motivation that can always be maintained.

**Keywords:** Athlete; Badminton; Interpersonal Communication; Irwan Badminton Academy.

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## **A. Introduction**

Communication between coaches and athletes is one of the success factors for athletes that cannot be abandoned. Communication is the bridge to bring coaches and athletes together. Purba et al. (2020) stated that communication is an activity of an individual conveying a message through a certain medium to another person and after receiving the message then giving a response to the sender of the message. Communication is a part that supports performance and smooth training. When training takes place, all use communication methods, such as giving orders, things not to do, signals, input, and evaluation. Training cannot run without communication parts such as language, gestures, voice, facial expressions, symbols and words. The commands given by the coach to his athletes will not be conveyed if an athlete does not understand the language used by his coach. Without additional body movements and facial expressions, the message conveyed seems flat and can cause misunderstanding for athletes who receive the message. Although communication is very meaningful, it is still often forgotten.

In sports, interpersonal communication plays a very important role in the training process as well as championships or matches. Because without good interpersonal communication

between coaches and athletes, it will have a negative impact on the expected achievements. The situation in interpersonal communication is very important because it allows the process to take place dialogically, dialogic communication is always better than monologue. Interpersonal relationships are always changing, as is the way we think, feel, have opinions, and the expectations and actions that follow (Imran, 2021). Therefore, a coach and athlete must both be able to apply this interpersonal communication science effectively, to obtain achievements according to the expectations of the coach and athlete.

Perspectives on communication issues in coaching are an important aspect for coaches in carrying out physical and mental training to improve athlete performance. Communication can go well if there is a point of view from the athlete and also from the coach, not only focusing on the athlete's point of view (Aldo Ganang Amiranda, 2022). Therefore, this research is focused on the interpersonal communication relationship between coaches and athletes in supporting badminton sporting achievements. Effective communication in sports coaching can have an impact on the harmonious relationship between coaches and athletes and affect the quality of athletes' play. In influencing the

contribution to athlete performance, effective coaching communication is needed (Saragih, 2021). Communication is a process of delivering signals based on certain rules, so that through this stage, a system can be formed, maintained, and changed. Therefore, in improving athlete performance both in terms of technique, mentality, and also physically is not only obtained from the experience of the coach and the background of the coach, but also depends on the interpersonal communication style that runs effectively, so that athletes can process information well, receive, and practice the knowledge given by the coach properly.

Communication is an important component of the training process that cannot be ignored. Effective communication between fellow athletes during physical training, technical training, and mental training can lead to a complete understanding for the athlete (Putranto, 2022). One of them is also applied to badminton.

Badminton is a sport that is enjoyed by all (Febri Prasetyo Ari Wibowo, 2022). In badminton sports training the coach has a responsibility as leadership to build a good image by the athlete and his team. Athletes really need a coach as a facilitator in supporting athlete achievement. According

to menurut Imroatus Sholihah (2021) that the coach is a role model, teacher, educator, leader, guide, even as a model for his athletes. The role and function of a coach in the world of sports is closely related to achieving the achievements expected by athletes.

The relationship between the coach and the athlete he is coaching must have the same goals and point of view in realizing what is aspired together (Bangun, 2019). A coach has a main function, namely as a vehicle for communicating, nurturing, educating, socializing athletes, developing athletes' abilities to achieve their best performance. It is often said that the relationship between coaches and athletes is vital, especially in communication, the coach who is present can provide motivation and a source of inspiration for his students, especially during the match the support of the coach is what encourages athletes to achieve their best game performance during the match.

Sports communication is one form of interpersonal communication from many types of communication in general. Interpersonal communication patterns are very influential in supporting athlete achievement motivation. Interpersonal communication is referred to as interpersonal communication (Hasmawati,

2020). In a sports environment, interpersonal communication is often done so that the messages given can be understood properly, and because face-to-face communication can provide closeness between coaches and athletes.

In the scope of coaching, interpersonal communication is one very important aspect between coaches and athletes. Interpersonal communication is done face-to-face in personal or non-personal conditions. This communication, including communication that is very effective, because the party giving the message can interact directly with the person who will be the interlocutor (Putri, 2021). This communication can be very effective in training or competition, especially in the form of movement or shouting. Likewise with athletes, if communication is carried out in unfavorable conditions, then the purpose of communication cannot be achieved optimally. Interpersonal communication between coaches and athletes is very important in improving athlete performance.

Effective interpersonal communication between coaches and athletes is very important in the sports coaching process, both during training and matches. Therefore, to ensure communication runs smoothly, it is necessary to have openness between coaches and athletes, empathy, support,

positive attitudes, and equality between coaches and athletes. It is important to achieve a common meaning in communication. If the coach gives instructions that are correctly understood by the athlete, the communication can run smoothly. Conversely, if the intended meaning is different, there can be miss communication, which can hinder the training and competition process (Sinaga, 2020).

The coach's interpersonal communication with his athletes is an effort to approach his athletes. This can also make the atmosphere less tense during training, especially when there is a match (Refiater, 2024). In this case the coach can understand each other's needs what athletes need, as well as what feelings athletes feel, especially during the match which in that situation requires inner calm and can keep the athlete's mentality good.

The approach with interpersonal communication has a very important role in the continuity of the entire training process. In this case, the role of a coach plays a big role in supporting and making athletes excel. Interpersonal communication is an interaction activity in which one person provides feedback to another person (B.Cahyono, 2020) so in this case the coach and also the athlete really need to apply the theory of interpersonal communication science in supporting achievement.

Athletes can be formed into discipline inseparable from the role of a coach who always accompanies and guides them continuously. The coach plays an important role in accompanying athletes during training and preparing them for the match. With effective communication skills, the coach can convey directions well according to the intent and purpose that has been conveyed, either to athletes individually or in a group, so that athletes can understand and carry out the directions given by the coach better. Therefore, the role of a coach towards his athletes is the main key to being able to help athletes achieve their best potential.

In every sport, a coach must be very good at the chosen sport, because most of them are former athletes or someone who has often participated in coaching, coaching clinics, upgrading that has been certified. However, most coaches do not have good communication skills and have not fully mastered the science of interpersonal communication. This is because the coach is only concerned with the techniques, or skills of the chosen branch, without prioritizing the abilities that should be owned by the coach, namely interpersonal communication skills (Edwi Arief Sosiawan, 2021). If this is not considered

properly, then the increase in athlete achievement will decrease.

In order for interpersonal communication between coaches and athletes in sports coaching to run effectively, both during training and matches, it is necessary to have openness, empathy, support, positive attitudes, and equality between the two parties. Common understanding in communication is also very important. When the coach gives instructions that are correctly understood by the player, the communication will go well. However, if there are differences in meaning, communication can be disrupted and potentially lead to failure in the training or match process. In general, studies on communication in the coaching context tend to only highlight aspects of interpersonal communication, without specifically examining coaching communication in depth. Essentially, interpersonal communication is a process, a transaction and an interaction. The transaction involves ideas, symbolic messages, information, and messages, while the term interaction indicates an action that gets a response (Harapan, 2022).

The phenomenon that often occurs in the world of sports that many athletes and coaches feel is a lack of communication, many athletes tend to keep their complaints

to themselves without communicating to the coach, and misinterpreting the messages conveyed by the coach during training.

Researchers cite previous research on communication in sports, especially badminton. The first study with the title “Interpersonal communication between coaches and athletes in improving the achievements of badminton plajoe selection” with descriptive research methods with research subjects totaling 7 people consisting of 1 coach and 6 athletes. The results showed that personal problems came from the condition of each athlete so that the communication process with the coach did not go well (Carapeboka, 2022). The second study entitled “The relationship between the coach's interpersonal communication and the achievement motivation of badminton athletes in the Executive Board (PB) Jaya Raya Satria” used quantitative methods. Where the results of this study indicate that there is a significant relationship between the coach's interpersonal communication and the achievement motivation of badminton athletes with a correlation coefficient of 0.603 (Arum, 2023). The third study with the title “Interpersonal communication between trainers and badminton athletes in the sports activity unit organization (UKOR) UIN Sunan Ampel Surabaya” used qualitative methods. Where the results show that the coach responds to athletes'

communication problems through different athletes' psychology, less intense training facilities, lack of communication from the athletes themselves (Hatta, 2023).

For example, research (Sholilah, 2021) more focused on the coach's interpersonal communication on athlete achievement motivation, while research Talitha and Rahmawati (2023) that communication patterns of coaches in fostering outstanding taekwondo athletes. This Interpersonal Communication often makes misinterpretations for athletes due to the limited knowledge of athletes about communication science, because the age of athletes who tend to be young, shy in expressing opinions, and shy to ask or consult with the coach. So that the training process is often less than optimal, this is indicated by the unsuccessful targets that have been made by the coach. Athletes have not been maximized in undergoing training because their focus is still disturbed by schools that are still joining general students, also because of limited funds to participate in matches outside the city which require large funds. This problem also affects the process of practicing in addition to not maximizing interpersonal communication between coaches and badminton athletes (Agustina, 2021).

Based on this previous research, the purpose of this study is to find out how interpersonal communication between

athletes and coaches at Irwan Badminton Academy Executive Board.

## **B. Methods**

This research uses a postpositivistic paradigm with a qualitative approach (Creswell J. &, 2017). This research was conducted at Irwan Badminton Academy Executive Board which is located at Gor Mikasa Baratajaya Surabaya City. The time needed in this research is 1 month, and will be adjusted to the needs of the author to collect the necessary data.

This type of research is field research. Research that describes the Interpersonal Communication Relationship Between Trainers and Athletes in Supporting the Achievements of Badminton Athletes. This research focuses on interpersonal communication relationships in supporting the achievements of badminton athletes. Which will be useful in improving the achievements of badminton athletes, especially in Indonesia, which is currently experiencing a decline both nationally and internationally.

Data collection techniques using observation can be interpreted as one of the data collection techniques that is more specific in its results compared to other techniques. In cases where researchers use interviews and observations to collect data,

respondents are individuals who answer and respond to questions posed by researchers, either orally or in writing.

The researcher have gone directly to the field to observe the circumstances and situations directly to identify informants who fit the research criteria. After that the researcher conducted face-to-face interviews with informants to obtain information about the problem under study. To obtain research data, researchers interviewed informants directly with structured interviews. Those who have been interviewed in this study are informants who are the subject of research with a total of 13 informants, namely 3 coaches, 5 woman athletes over the age of 17 years, and 5 man athletes over the age of 17 years who are at Irwan Badminton Academy Executive Board in Surabaya City.

As the last data collection, where researchers combine observation and interview techniques, the documentation process becomes a very important element for complementary research methods such as records or recordings of events that have occurred. Types of documentation can be in the form of sound recordings, notes, scripts, photos during training or photos during interviews.

**Tabel 1. Informan Biodata**

<b>Name</b>	<b>Status</b>	<b>Sex</b>	<b>Age</b>
I	Coach	Man	25 yo
N	Coach	Man	23 yo
Y	Coach	Man	27 yo
C	Athlete	Woman	17 yo
V	Athlete	Woman	17 yo
Z	Athlete	Woman	18 yo
R	Athlete	Woman	18 yo
E	Athlete	Woman	19 yo
N	Athlete	Man	17 yo
O	Athlete	Man	17 yo
D	Athlete	Man	17 yo
L	Athlete	Man	19 yo
U	Athlete	Man	19 yo

Source: Researcher (2024)

According to Bogdan and Biklen (1982), the purpose of this analysis is to find significant patterns, find relevant results, and determine what can be given to others. There are three types in data analysis, namely reduction, data that has been collected from observations and interviews is reduced or re-selected to provide a clearer picture of the results of observations and interviews, secondly, data presentation can be a set of information arranged so that it allows drawing conclusions and taking action so that the presentation of data does not deviate from the main problem. Third, data verification or conclusion is carried out for data reduction, data presentation, and drawing conclusions or verification are things that are related during, during, and after data collection. And its application occurs in drawing conclusions, where the data has been tested to prove truth and agreement so that validity can be achieved.

## **C. Result and Discussion**

### **Result**

In the world of sports, especially badminton, the relationship between coach and athlete has a significant impact on athlete performance and development. Building a strong bond not only affects the outcome of matches but also the character and mental development of athletes. The five essential elements of this relationship are openness, empathy, support, positivity and commonality. Through this narrative, we will explore how each of these elements contributes to a productive and supportive relationship.

Openness is a key foundation that should exist in the coach-athlete relationship. In the interviews conducted, many athletes stated that they felt more comfortable sharing their feelings and opinions when the coach prioritized open communication. For example, Ocha, a young athlete, described how her coach



always invites discussion after every training session. She felt valued and listened to, which motivated her to improve.

*“I find it easier to ask for evaluation and discuss. Usually, if there is a lack of openness with the coach, I feel reluctant and uncomfortable to express my opinions, but with this, I feel more comfortable”.* (Ocha).

An open coach not only shares information about techniques and strategies but also listens to the athlete's views. This creates an environment where athletes feel safe to express their concerns and challenges. This openness also allows the coach to understand the athlete's mental and emotional state, which is crucial in dealing with the pressure of competition.

Openness also impacts the mental aspect of athletes. When athletes know that they can talk to coaches without fear of judgment, they are more likely to ask for help when facing difficulties. Coaches who are able to create this space for free dialogue become not only a teacher, but also a good listener.

Empathy is another crucial element in the coach-athlete relationship. A coach who is able to feel and understand the athlete's emotional state can provide more appropriate and relevant support. Coach Fahri emphasizes that understanding how athletes feel, especially when they are

facing difficulties, is crucial in the training process.

*“When athletes experience challenges, I will certainly provide more empathy for athletes, to be able to return to their maximum performance when carrying out the training program provided”* (Coach Fahri).

In the interview, Veilla, an athlete who had suffered an injury, shared how her coach showed deep empathy when she was unable to train as usual. Her coach not only provided moral support but also adjusted the training program to suit her abilities. The empathetic attitude made Veilla feel that her coach truly cared and understood her struggles. This created a strong sense of trust, which is crucial in the coach-athlete relationship.

As another example, when athletes experience mental stress before a big game, an empathic coach can provide a more sensitive approach. Emotional support and encouragement from the coach can help athletes overcome anxiety and improve their performance. Ocha also expressed how important it is for coaches to show concern when she is feeling stressed. When her coach provided genuine support, Ocha felt calmer and ready to compete.

Support from coaches during the training and competition phases has a profound effect on athletes' motivation. This support includes verbal motivation,

constructive feedback, and practical help when athletes experience difficulties. Ocha and Azza shared their experiences on how the coach's support during training sessions boosted their confidence.

Positive verbal support can encourage athletes to keep trying despite challenges. Coach Ridan explained that providing clear and positive feedback helps athletes know which areas need improvement without feeling pressured. In the interview, Ocha highlighted how her coach always provides positive reinforcement after every workout, making her feel motivated to improve.

*“Usually the coach gives some kind of advice, motivation, words or constructive praise during the briefing after the training program has been completed, while sitting back and chatting casually with other athletes and coaches.” (Ocha).*

Support should also be contextual. Coaches need to know when to give extra encouragement and when to give constructive criticism. For example, when Azza failed in a tournament, her coach gave her time and space to reflect, before guiding her to understand her mistakes and plan her next steps. This shows that support doesn't always mean praise, but also understanding when athletes need time to reflect and process.

*“After losing, I usually get emotional, so the coach gave me time to calm down first. After I see that I've started to calm down, the coach reminds me of my struggle, I've been practicing so*

*hard that I just want to give up.” (Azza).*

Positivity is an inseparable part of the relationship between coach and athlete. Coaches who create a positive atmosphere, such as reminding athletes of their accomplishments and potential, help increase morale and self-confidence. Coach Fahri shows how providing motivation in a positive way can inspire athletes to train harder.

*“When athletes experience challenges, of course this positivity is really needed to maintain the athlete's enthusiasm and mentality. I try to calm the athletes, provide motivation, tell the experiences of top players when they went through difficult times, what they did, and reached the point of achieving the achievements they hoped for.” (Coach Fahri).*

A positive atmosphere can be created through a coach's approach that encourages and rewards athletes' efforts, not just the final result. Ocha stated that his trainer often celebrates small accomplishments in practice, which makes him feel appreciated and motivated to achieve more. When coaches show optimism and hope, athletes tend to feel more confident and ready to face challenges.

Apart from that, the coach's positive attitude also spreads to the athletes. When coaches show enthusiasm and confidence, athletes will feel it and try to reflect that attitude. Azza shared that her coach always gives her motivational words before matches, which makes her feel more

prepared and optimistic. By building a positive atmosphere, coaches help athletes feel more comfortable and confident on the field.

Similarity in goals and vision between coaches and athletes is critical to achieving success. When coaches and athletes have the same understanding of the goals to be achieved, the training process becomes more focused and effective. Coach Donny emphasized that building commonality from the start of training allows athletes to feel more involved and motivated to achieve common goals.

*"With this similarity at the start, the impact will be better later, we can have one goal, athletes can also be more optimal in carrying out their training program" (Coach Donny).*

These similarities also create a strong sense of belonging between coaches and athletes. When coaches and athletes share the same vision, they are more likely to work together in harmony. In the interview, Ocha revealed how important it is to have a coach who understands his ambitions and goals. With a shared vision, Ocha feels more motivated to try hard to achieve the goals she has set.

In addition, similarities in values also play an important role. Coaches who share the same values as athletes can create deeper relationships. Coach Ridan explained that when the coach's values are

aligned with the athlete's values, the training process becomes more effective and enjoyable. Athletes feel more connected and appreciated, increasing their commitment to training.

Openness, empathy, support, positivity, and commonality are interrelated and form a strong network in the relationship between coach and athlete. When one element is strong, other elements tend to follow suit. For example, openness in communication will facilitate empathy, which in turn will increase support and create a positive atmosphere.

For example, when coaches and athletes have open communication, athletes are more likely to feel comfortable sharing the challenges they face. This allows coaches to provide more appropriate support and demonstrate empathy. When athletes feel support and empathy from coaches, they will be better able to maintain a positive attitude and be motivated to achieve common goals.

Additionally, commonality in goals and vision strengthens all other elements. When coaches and athletes have the same goals, they are more likely to communicate openly, show empathy, and provide the support necessary to achieve those goals. This creates a mutually beneficial and

productive relationship, which not only benefits the athlete but also the coach.

A healthy relationship between coaches and athletes has a significant positive impact on athlete performance. Athletes who feel supported and appreciated tend to have higher levels of motivation and are better prepared to face challenges. They are also more likely to take risks and explore their potential, which can lead to faster progress.

In addition, strong relationships also have an impact on athletes' mental health. When athletes feel comfortable sharing their feelings and challenges, they are more likely to cope better with stress and pressure. Coaches who are able to show empathy and support can help athletes manage their emotions and maintain focus on their goals.

In the long term, a good relationship between coach and athlete can contribute to the development of the athlete's character and social skills. Athletes who learn to communicate openly, show empathy, and provide support to their peers will develop skills that are useful outside the sporting arena. This shapes athletes not only as good players, but also as tough and competitive individuals.

## **Discussion**

The results of this research, which examines interpersonal communication between athletes and coaches, show that

this is very related to supporting an athlete's achievement.

In previous research entitled "The relationship between coach interpersonal communication and achievement motivation of badminton athletes at the Jaya Raya Satria Executive Board " (Arum, 2023). The research currently being studied has similarities in the aspect of interpersonal communication. The results show that if interpersonal communication between coaches and athletes goes well, the opportunities for athletes to achieve achievements will be greater. This can also be clearly seen from the results of observations and interviews, that athletes can demonstrate and improve their training performance, and their motivational spirit can always be maintained.

## **D. Conclusion**

The relationship between coaches and athletes in badminton is a crucial aspect that can influence an athlete's performance and development. Openness, empathy, support, positivity, and commonality are interrelated elements that form strong and productive bonds. By building healthy relationships, coaches can help athletes not only achieve their sporting goals, but also develop character and skills that will benefit them throughout their lives. Building a mutually beneficial and supportive relationship takes time and effort from both parties. However,

the results are invaluable, both for coaches and athletes. In the challenging world of badminton, having an understanding and supportive coach can be the key to achieving success and happiness in the sport.

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### **F. Conflict of Interest**

The author declares that this research has no conflict of interest with any parties.

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