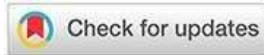


COMMUNICATION STRATEGY OF CORRECTIONAL GUARDIANS IN SHAPING THE SELF-CONCEPT OF CHILD PRISONERS AT LPKA CLASS I TANGERANG



^{1*}Dimas Mukthar, ²Ali Muhammad

^{1,2}Program Studi Bimbingan Kemasyarakatan, Politeknik Ilmu Pemasaryakatan – Indonesia

e-mail:

¹mukthardimass15@gmail.com (corresponding author)

²alimnrekap@gmail.com

ABSTRACT

The purpose of this study was to determine the communication strategy of correctional guardians in shaping the self-concept of child prisoners and to find out the factors that cause negative self-concept in child prisoners while undergoing coaching at the Tangerang Class I Child Special Development Institution. This research uses qualitative research methods with a phenomenological approach. This study concludes that the correctional guardian, in developing a communication strategy, uses the stages of knowing the audience, compiling messages, determining methods, and using media. However, in its implementation, improvement efforts are needed so that the formation of a positive self-concept in child prisoners becomes more optimal. The factors that form the negative self-concept of child prisoners while undergoing coaching are social stigma, lack of closeness with parents, lack of access to psychological support, and not forming warm and personal communication and connections with correctional guardians. It is recommended that the Special Development Institute for Children Class I, Tangerang, in this case, can carry out special training for correctional guardians in communicating effectively with child prisoners.

Keywords : Communication Strategy; Self-Concept; Child Prisoners; Correctional Guardians



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INTRODUCTION

It is important for everyone to adopt an appropriate self-concept during adolescence. A more comprehensive definition of self-concept includes a descriptive picture of a person. Maria thought that because humans are inherently self-interested or self-centered, self-concept plays an important role in human functioning, such as identity, self-esteem, effectiveness in work, and the impression they leave on others (Sugoto et al., 2011). Adolescents are social beings who engage and communicate with others in their social environment to develop their personality and self-concept. With the existence of these relationships, adolescents will understand their self-concept or self-image, which has an influence on behavior in their daily lives (Riau & Sari, 2018).

In relation to self-concept, which means an individual's view of himself, this can also be known through information that the individual gets from other people. With this, through communication with others, individuals not only learn about "who I am" but also "how I feel about who I am." This is in accordance with what Mulyana (2005) stated regarding the initial self-concept being largely formed by family and other close relatives, but it is social interactions and the expectations, perceptions, and ideas of others towards them that have the greatest impact (Sitompul, 2015).

Adolescents who live in a total institution such as the Special Development Institute for Children (LPKA) have their own concept of thinking that leads to negativity towards a bright future after their departure from this institution. This is because the suffering experienced by children is not only due to social control in the institution, but stigmatization by the community is the most severe type of suffering by the community as a result of the actions they have committed. The consequences experienced by fostered children have an effect on fostered children on feeling depressed. According to Sluder, children who are in correctional institutions usually feel stressed due to their freedom being restricted since entering the correctional institution (Maslihah, 2017). In the end, this means that a child will be affected by his environment, making him less confident, less enthusiastic, and even depressed about himself (Simanjuntak et al., 2020). In this case too, the child may perceive their life as worthless because of the bad connotations they associate with it. This will later have an impact on his self-concept; it will change from before he entered the Child Special Development Institution (LPKA), while he was there, and before he got out of there (Wahyuni, 2021).

It is known that child prisoners who carry out coaching at LPKA Class I Tangerang still have violations of the rules. This is known based on data on violations during July 2023-February 2024, which indicates a total of 10 violations. Based on this, it can be seen that the child prisoners have not been able to have good self-control and have not been able to introspect themselves for their bad actions. This has a relationship with the characteristics of a negative self-concept that a person has a negative self-evaluation.

In accordance with the system, the Child Special Development Institution (LPKA) directly interacts with child prisoners through programs that have been designed to provide educational stimulus; therefore, the communication process between the officers and child prisoners is related. Communication has an important role in a person's life. Every individual acts and learns through the communication process. Therefore, communication is considered a crucial element in the development of a person's self-concept. People can detect themselves and others, as well as develop and learn, through communication and determine their relationships with these other people (Gunawan et al., 2023). This is in accordance with George Herbert Mead regarding the Theory of Symbolic Interactionism, which considers self-concept to be something important in the

opinions that a person has depending on his encounters with others, so that in the end meaning is formed through the communication process (Suheri, 2018).

In the context of communication in providing guidance to child prisoners, a communicator, in this case the correctional guardian, communicates with certain forms and techniques, both in verbal and non-verbal forms, to communicants, namely child prisoners. The ability to communicate effectively is highly dependent on one's ability, background, and education in communication, at least in terms of communicating ideas to communicators. Communicators will not be able to understand the message conveyed if the communicator has effective communication skills and talents and is unable to establish a strong relationship with the communicator.

To increase the effectiveness of the resulting communication, communicators must have strong communication skills through the use of appropriate communication patterns and forms. In this sense, the existence of a communication strategy serves as a guideline for communication management and planning, thus enabling the achievement of predetermined communication goals. In this case, communicators use many strategies that differ from each other to achieve the desired results. But it all boils down to the same thing: changing the communicant as a person. Here, "change" refers to modifications in the cognitive, emotional, and psychomotor domains. This is related to the process of fostering child prisoners in building positive self-concepts of child prisoners, which requires planning and implementing communication strategies in achieving goals.

LITERATURE REVIEW

Strategy

Strategy is essentially defined as the design and management of the goals to be achieved. However, in achieving the desired goals, in addition to providing direction, the strategy must also be able to show operational methods (Effendy, 2009). As based on David's explanation, it is known that strategy has three stages including strategy formulation, strategy implementation, and strategy evaluation.

Communication Strategy

According to Rogers, communication strategy is defined as a transfer of new ideas on a larger scale that is arranged to change the behavior of humans (Stephany et al., 2019). Through this communication strategy, it becomes a planning effort to realize effective communication so that the objectives of communication can be achieved. In order to produce good communication planning, based on Fajar's (2009) explanation, there are things that need to be considered in formulating a communication strategy, namely :

1) Knowing the Audience

In developing a communication strategy, it is necessary to formulate clear objectives for the communication process carried out. In addition, it is necessary to know about the conditions and situations. And the surrounding environment. audience. Communicators are required to know their audiences or communicants well. This facilitates mutual influence and active communication between speaker and listener.

2) Composing the Message

In relation to influencing the audience, the message has an important role in generating "attention." Therefore, in composing the message, the basic thing to do is to determine the theme and material.

3) Setting the Method

Related to the method or technique of delivering messages to the audience can be studied from two points of view: how to apply it and how to present the substance... The explanation related to the method based on how it is applied consists of redundancy or repetition and canalizing. Meanwhile, the aspects of the method based on the way the substance is presented consist of informative, persuasive, educational, and coercive.

4) Use of Media

To achieve the objectives of the communication carried out, the media is used as a tool to support the communication process. The existence of this medium makes the reach of the message to the audience quite large. The media used each has its own advantages and disadvantages as a tool. Therefore, the use of media must be selectively adjusted to the situation and conditions of the audience

Self-Concept

An individual's assessment or view of himself, including his personality and awareness of his physical, social, and psychological traits, all of which are shaped by his experiences and interactions with others, is known as self-concept (Hestiyana et al., 2017). Fitts added that self-concept has a significant impact on a person regarding their behavior. Through knowledge of the individual's self-concept, we will more easily predict and understand the behavior displayed by the individual. In general, the actions displayed by individuals have a relationship to responses about themselves.

METHOD

The researcher will use a phenomenological research design in this study. Meanwhile, information collection is done through informant interviews and observation. In this research process, the informants are correctional guardians or foster guardians, the Head of the Development Section of LPKA Class I Tangerang, and child prisoners. The purposive sampling technique was used to select data sources and was based on predetermined objectives and factors. The selection of these informants is because they have the authority and have a role related to the topic of this research.

Secondary data sources are various kinds of theories and information obtained indirectly from sources in the form of writings, books, articles, or other sources and documents that have relevance to the objectives and needs of researchers in research. Meanwhile, the data collection techniques used by researchers to conduct research are observation, interviews, documentation, and literature study.

RESULTS AND DISCUSSION

Communication Strategy of Correctional Guardians in Shaping the Self-Concept of Child Prisoners

Correctional guardians in shaping the self-concept of child prisoners at LPKA Class I Tangerang, carry out communication strategies by carrying out a series of processes based on the theory of strategy by David. In the context of the research conducted, it can be seen that the informant, in this case the correctional guardian, is able to create his own strategy formulation in each individual in carrying out communication to child prisoners. It is known that the correctional guardian in this study shows how an individual approach must be formulated by taking into account various factors, such as emotional sensitivity, background, and the strengths and weaknesses of each foster child.

Furthermore, the steps applied by correctional guardians also show the importance of flexibility and adaptation in the strategy formulation stage. By not limiting themselves to rigid communication rules, correctional guardians create a more relaxed atmosphere of interaction so that child prisoners can feel more comfortable and open in communicating. Then the approach taken by correctional guardians in formulating communication strategies to child prisoners is also carried out without a standardized pattern, but with the guidance of information from the Initial Development Litmas, reflecting the implementation of data-based communication strategies. This is in line with Fred R. David's theory, which emphasizes the importance of situational analysis and assessment processes as the basis for formulating strategies that are flexible and responsive to the dynamics in the field.

At this stage of strategy implementation, the strategy formulated in the previous stage is realized in the form of operational activities, including in terms of communication. Based on the results of the research, each correctional guardian can implement the strategy well with the child prisoners according to their respective perceptions. Some correctional guardians implement communication strategies by adjusting the communication style after understanding the psychological and social conditions of child prisoners obtained through observation and conversation. In terms of strategy implementation, correctional guardians communicating with children who have emotional trauma will be approached more gently, while children who need firmer direction will be given clear instructions.

In addition, the implementation of strategies carried out by correctional guardians also focuses on creating a comfortable and informal communication space for child prisoners. This shows the implementation of a well-planned strategy, where an understanding of the psychological condition of child prisoners is a major consideration in choosing effective communication methods. In its implementation, the correctional guardian also avoids using technical terms or formal language that has the potential to confuse the child prisoners to ensure the message is conveyed clearly. Simple language allows the children to feel more connected and reduces confusion that may arise from the use of complex terms. The guardians' communication with the children is often informal and involves casual activities to create a familiar atmosphere.

The implementation of communication strategies carried out by correctional guardians also focuses on the use of community service results as the main guide to adjust communication materials and styles to the needs of the children in question. This process is in accordance with David's theory, which emphasizes the importance of utilizing data and flexibility in implementing strategies so that communication goals can be achieved effectively. Adjustments to materials, language styles, and approaches carried out by correctional guardians show how good strategies are implemented by considering the characteristics of the children in question and ensuring that messages can be received and understood optimally.

Related to the evaluation of strategies in communicating with children in question, correctional guardians have carried out this. Based on this study, evaluations in communication with children in question are carried out continuously and flexibly. In addition, evaluation of strategies by correctional guardians is also carried out based on children's responses to the strategies applied, and if the method is not effective, other alternatives are immediately sought. Correctional guardians also emphasize the importance of natural adjustments based on children's emotional and behavioral responses, as well as changes in delivery methods if necessary. In this case, evaluations are carried out continuously to ensure the effectiveness of the approach, and adjustments

are made according to the child's development, including delivery methods, frequency, or types of messages.

The existence of a communication strategy is a planning effort to realize effective communication so that the purpose of communication can be achieved. In this case, the communication strategy implemented by the correctional guardian in forming the self-concept of child prisoners at LPKA Class I Tangerang is adjusted based on the theory of communication strategy put forward by Fajar, namely knowing the audience, composing messages, determining methods, and using media. Based on the results of the analysis of the process of getting to know child prisoners by the correctional guardian at LPKA, it is carried out through various approaches. The correctional guardian involves an initial assessment, a warm approach, and avoiding symbols of authority, which are positive steps that show an understanding of the child's psychological and emotional needs. The initial assessment provides an important picture of the child's background and needs. Avoiding the use of symbols of authority is a wise strategy to reduce tension and trauma that may be experienced by child prisoners. After that, an orientation admission process is also carried out for child prisoners to be given further information regarding life at LPKA.

The correctional guardian also gets to know the children through counseling by asking about their health and relationships with friends in the block casually. Counseling in its implementation is not scheduled and can be done when the child approaches the correctional guardian or during an opportunity to talk individually. Regarding the process of getting to know the children through counseling, it would be better if it were carried out in a scheduled manner by the correctional guardian. This is to reduce the risk that some children who are more withdrawn or not proactive may not get the attention they need, or their psychological or emotional conditions may not be monitored properly. This can also result in an imbalance in the quality of guidance with children who are indeed active in approaching officers, with children who tend to be inactive so that the purpose of the guidance and communication process, which is also to form a positive self-concept in the children, is not achieved.

In terms of compiling messages that will be conveyed by the correctional guardian to the children, this is something that needs to be done in communicating with the children. The correctional guardian must determine the theme and material clearly so that the children can easily understand the message. Based on the results of the author's analysis, the correctional guardian at LPKA Class I Tangerang in compiling messages has variations in the implementation process. The correctional guardian in this case takes an approach that begins by calling the inmate and speaking slowly but firmly. This interaction is important to show mutual respect between the child and the officer. Humane treatment is expected to make the inmate feel appreciated and more open. However, if the inmate continues to be disobedient, the officer will give physical punishment as a consequence. The correctional guardian also emphasizes the importance of using good and correct language, avoiding street language, and emphasizing that the inmate must follow the existing rules even if they do not like them.

Regarding physical punishment for children in foster care, it would be better if it were eliminated and replaced with actions that are related to learning tasks and can be agreed upon with the children in foster care. This is because through several studies, physical punishment does not significantly affect delinquent behavior in adolescents, even though children have received physical punishment since they were little (Marhayati, 2013). Physical punishment has risks in its implementation because it can damage the relationship between the child in foster care and the correctional guardian.

Children may feel unappreciated or treated unfairly, resulting in an attitude of being withdrawn and distrustful of others (Ernawati et al., 2024). Instead of motivating change, physical punishment can make children in foster care feel alienated from the system, thus hindering the goals of foster care and positive personality development in children in foster care.

In compiling messages for children in foster care who have diverse backgrounds, correctional guardians also take different approaches. However, officers, in this case correctional guardians, have not received special training in communication, so the approach used is more dependent on individual abilities without structured methods. In this case, correctional guardians who rely on their own style and approach can create inconsistencies in guidance. A more structured approach, such as having special guidelines or training, will help officers deliver more consistent, effective, and targeted messages according to the psychological and developmental needs of children.

Correctional guardians have their ways of determining the method of delivering messages to children in their care. There are correctional guardians who, in this case, have consistently efforts in delivering positive messages to children in care during morning assembly. This step is very important because children in care are often in a depressed mental and emotional state due to their situation in the LPKA. Positive messages, such as an appeal not to give up and to continue living life with enthusiasm, aim to provide motivation and psychological support to these children. Delivering motivation routinely and repeatedly can influence the mindset and attitude of children in care, so that they begin to believe that they still have the opportunity to change and improve themselves.

This is also based on the characteristics of child prisoners, who tend to need more time to understand the commands or instructions given. According to informants, when officers give directions or orders related to activities, children often do not immediately understand or follow the instructions. Therefore, the repetition method is an important tool so that they can grasp the message or purpose of the requested activity. This repetition method also shows that child prisoners need a patient and ongoing approach. The learning or direction process cannot be done just once because children most likely need time to process information. By repeating instructions, correctional guardians provide opportunities for child prisoners to understand instructions gradually and in depth. In addition, other aspects are also needed, namely, stricter supervision in fostering child prisoners. Child prisoners in LPKA often still like to joke or play around when given tasks, so without intensive supervision, they may not carry out their tasks properly. This strict supervision is needed so that the directed activities can run according to expectations and children can use their time more productively.

In relation to the use of media in communicating with child prisoners, correctional guardians use various media to convey messages to child prisoners. In this case, correctional guardians take a multidimensional approach to coaching, which is carried out by combining open direct communication and the use of technology to support a good balance of learning in the coaching process at LPKA. In direct communication, correctional guardians use media through roll call activities or in a more relaxed atmosphere, such as sitting together to talk. This approach is very important because it creates a more open and intimate atmosphere between officers and child prisoners. Furthermore, child prisoners are also often given material in the form of videos or films that show examples of crimes and their impacts. The use of video as an educational tool aims to provide a more concrete understanding of the consequences of criminal acts. The

use of this medium is considered effective because children tend to be more interested and involved when learning is done visually.

Factors Causing Negative Self-Concept of Child Prisoners During Guidance at LPKA Class I Tangerang

Social Stigma

Social stigma has a significant influence on the formation of negative self-concept in child prisoners. When child prisoners are labeled or faced with negative perceptions from their surroundings, such as the stigma of being "naughty" or "unruly," this can form a negative self-view. This social stigma often arises from society, family, and even from peers, which causes these children to feel inferior, ashamed, or unworthy of respect. As is known, there are child prisoners whose parents often throw out words like "naughty" In this case, the child's self-concept is formed through social interaction, and when children continuously receive negative messages from their environment, their self-confidence and self-esteem can be disturbed. They may begin to internalize these negative views, feeling that they have no potential to change or improve themselves.

Lack of Closeness with Parents

The lack of closeness of child prisoners with one or both of their parents has a significant impact on the formation of negative self-concepts in children. Parents play a central role in the psychological and emotional development of a child, and when this relationship is disrupted or not well-established, children often experience a crisis in forming their identity and self-perception. Based on the statements of child prisoners, it can be seen that there are child prisoners who are not close to both of their parents. Child prisoners only have closeness and like to share stories with one of their parents, namely their mother, because their father has a very firm personality. Furthermore, there are also child prisoners whose father has divorced since they were little so that they live with their mother and make themselves close to their mother only.

Communication with parents can provide peace of mind, especially in stressful situations such as in LPKA. When the relationship with parents is strained, calming and constructive communication is reduced, so that children do not have a channel to express their concerns or feelings. The absence of positive communication worsens negative self-concepts because children feel unheard or understood, which leads to low self-confidence and belief in their own abilities. Children who are not close to their parents often miss out on positive affirmations, which are the praise, encouragement, or recognition needed to build self-confidence. Without these affirmations, children are more likely to internalize criticism and blame, which makes them feel inadequate or unable to improve themselves. This reinforces negative self-concepts during their time in LPKA.

Lack of Access to Psychological Support

Lack of access to psychological support for children in the Special Child Development Institution (LPKA) has a significant impact on the formation of negative self-concepts in them. Psychological support plays an important role in helping children in foster care overcome mental, emotional, and behavioral stress that they experience during their foster care period. Psychological support for children in foster care can be done through counseling programs. The correctional guardians at LPKA Class I Tangerang in implementing counseling programs for children in foster care are carried out unscheduled; usually counseling is only carried out when the children in foster care approach their own correctional guardians. This means that children who are withdrawn

or not close to officers will certainly not receive direct counseling programs from their correctional guardians.

Psychological support is very important to ensure that mental and emotional development goes well. When access to these services is limited, many children in foster care may not get the guidance they need to develop positive mindsets and self-images. Without this guidance, they are more likely to internalize negative views about themselves. Psychological support is also important to help children in foster care develop self-confidence. Through counseling, they can learn to develop better social and emotional skills so that children are able to know how to face challenges, understand their own potential, and are able to build healthy relationships with others.

Lack of Warm and Personal Communication and Connection with the Correctional Guardian

The lack of warm and personal communication and connection between the correctional guardian and the children in the Special Child Development Institution (LPKA) is one of the factors that can cause the formation of negative self-concepts in the children. Warm and personal communication is very important in helping the children feel supported, appreciated, and accepted. Without adequate emotional support, the children will feel isolated or worthless. This causes feelings of inferiority and a lack of self-confidence to increase.

Based on the informant's statement, it can be seen that the correctional guardian's communication approach to the children in question is more often global or comprehensive through activities that tend to be mass and collective, such as morning assembly, public lectures, going to school, or activities that involve all children without any adjustment to the abilities or level of individual development. This is also related to the information related to the children in question who have a lack of self-confidence when meeting with officers or their correctional guardian.

The lack of warm and personal communication creates a gap between the correctional guardian and the children in question. Children may find it difficult to open up and talk about personal problems or difficulties they are experiencing because there is no sense of closeness or trust that has been formed. With a good relationship, the correctional guardian can encourage children to develop their potential, build their self-confidence, and help them design positive life goals. Children who do not feel this encouragement may feel that they have no potential or direction in life. They may feel stuck in their situation without the belief that they can change or improve themselves, which can reinforce their negative self-concept.

CONCLUSION AND SUGGESTION

Based on the results of the research and discussion, several conclusions can be drawn as follows: Correctional guardians in developing communication strategies for child prisoners at LPKA Class I Tangerang are able to carry out the process of developing the strategy well in accordance with Fred R. David's theory. In this case, correctional guardians have their own strategic plans by taking an individual approach to child prisoners, being flexible and relaxed, and having an analysis process based on Initial Guidance Litmas data in communicating with child prisoners. Correctional guardians are also able to implement the strategy plan for child prisoners in accordance with the plan. Furthermore, correctional guardians also evaluate the communication strategies that have been implemented so that adjustments are made to the method of delivering messages to child prisoners.

In relation to the application of communication strategies in forming the self-concept of child of prisoners, correctional guardians at LPKA Class I Tangerang are able to communicate by developing strategies that are in line with the theory of communication strategies put forward by Marhaeni Fajar with the stages of getting to know the audience, compiling messages, determining methods, and using media. However, in its implementation, it is necessary to make improvements in the stages of getting to know the audience, compiling messages, and determining methods. In terms of the stage of getting to know the audience, the approach taken by the correctional guardian still seems to be waiting for the child prisoners to come to him. Then, related to the stage of compiling messages in terms of physical punishment for child prisoners, its implementation needs to be eliminated and replaced with actions that are related to learning tasks and also agreements with the child prisoners. Furthermore, it was also found that the correctional guardian at LPKA Class I Tangerang had not received special training in effective communication.

Based on the results of the study, it can be seen that child of prisoners at the LPKA Class I Tangerang still have negative self-concepts. The factors that form negative self-concepts in foster children are social stigma, lack of closeness to parents, lack of access to psychological support, and the absence of warm and personal communication and connections with correctional guardians.

The suggestions based on the research results are as follows:

1. Correctional guardians are able to build more intense and personal relationships with child prisoners, for example, through scheduled counseling efforts.
2. Related to physical human towards child prisoners, although carried out based on the wishes of the child prisoners, it is necessary to eliminate its implementation and replace it with actions that are related to learning tasks and also agreements with child of prisoners.
3. LPKA Class I Tangerang in this case can carry out special training for correctional guardians in communicating effectively with child prisoners.

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