

# Effectiveness of Field Work Practices in Increasing Therapeutic Communication Knowledge

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## ABSTRACT

Therapeutic communication is basic communication that a nursing assistant must have. The aim of this research is to determine the effectiveness of field work practice in increasing vocational high school students' knowledge of therapeutic communication. The population of this study were students in class The sampling technique was purposive sampling technique, as many as 27 students. This type of research uses a quasi-experimental design with a pretest and posttest group design. The results of the Paired Samples Test obtained a Sig (2-tailed) value of  $0.015 < 0.050$ , indicating that there is an average difference between the pretest and posttest variables. This means that there is an influence of field work practice on students' therapeutic communication knowledge. Meanwhile, based on the One Sample Test, a Sig (2-tailed) value of  $0.000 < 0.050$  was obtained, indicating that the average value of therapeutic communication knowledge after field work practice was not the same as 75. The conclusion is that the implementation of field work practices is not effective in increasing the therapeutic communication knowledge of students at SMK Muhammadiyah Lumajang for the 2023/2024 academic year.

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## **Introduction**

The condition of labor needs and the challenges of the world of work in the era of globalization require that human resources as workers must be able to compete in various fields with the professional skills they possess. Education is a directed effort that aims to produce quality human resources to face competition while taking advantage of opportunities to collaborate (Chotimah & Suryani, 2020). The priority of vocational education according to Fuller (2015), namely first, from a policy perspective, vocational education is increasingly linked to economic competitiveness; secondly, vocational education is seen as a path to stable employment for school graduates who do not go on to college. The provision of vocational education is one of the factors in the government's success in improving the quality of human resources, especially in producing skilled workers (Ariyani, Widjaja, Wahyono, Haryono, Rusdi, & Pratama, 2021). One effort to form a workforce through educational programs is formal Vocational High School education.

Vocational High School is a level of secondary education that specifically prepare graduates to be ready to work (Chotimah & Suryani, 2020). The goals of vocational education should allow for concentration on preparation for a particular job only after the individual has made a tentative choice of an occupation (Thompson, 1973). One of the factors to prepare graduates ready to work is through field work practice. The field work practice program provides health secondary school students with the opportunity to adapt to the atmosphere or climate of a real work environment as independent workers (Firmansyah, Nurlaili, Mulawarman, & Rachmawaty, 2024). Field work practices require students to change (Urip & Kuat, 2021). Changes in thought patterns, attitudes and behavior that have never been done at school. Apart from that, it also requires students to understand industry culture, such as service, quality and industrial productivity. The skills offered at health secondary schools are diverse, ranging from skills related to automotive, multimedia, Network Communication Technology, hospitality, to culinary arts. (M Bakrun, 2019). Field work practice provides students with a lot of experience, including developing potential abilities and skills, as well as experience regarding the industrial environment (Hanindya, Yoto, & Nyoto, 2021). Apart from that, as time goes by and market demands, the government is starting to build health secondary schools which include departments such as Nursing, Dental Health, Medical Pharmacy Laboratory Engineering and Social Work. Based on the department of education, the scope of work of a Health Worker Assistant can be divided into 5, including: Nursing Assistant, Pharmacy Worker Assistant, Dental Assistant, Medical Laboratory Technician Assistant and Blood Service Technician Assistant (M Bakrun, 2019).

A nurse assistant is one of the health workers who graduated from a Health Vocational High School (Health Vocational School) (Puspitasari, 2019). The scope of work of a nursing assistant sometimes overlaps with that of a regular nurse, depending on their competence and authority. Nursing Assistants function to assist a nurse who already has a license in carrying out duties such as assisting with patient assessment information, planning care, evaluating the patient's condition and needs. (M Bakrun, 2019). Placement of Nursing Assistants can be in hospitals or Community Health Centers with direct supervision by a nurse or doctor.

The scope of work of Assistant Health Personnel is regulated by Law of the Republic of Indonesia Number 36 of 2014 concerning Health Personnel and Regulation of the Minister of Health of the Republic of Indonesia Number 80 of 2016 concerning the Implementation of the Work of Assistant Health Personnel. With the Minister of Health's regulation, health vocational school graduates receive a diploma according to their department's skill competency. They also get certificates while participating in field work practices in hospitals or other health facilities.

One of the job scopes of nursing assistants is carrying out personal hygiene for patients, including providing assistance to patients. In carrying out personal hygiene, nursing assistants must carry out therapeutic communication with patients. Communication is a very complex process, therefore it is very difficult to know who initiated the communication, to whom the communication was addressed, and where the communication begins and ends (Sarfika, Maisa, & Freska, 2018). Therapeutic communication is communication that aims to cure the patient (Pertiwi, Wardhani, Kep, Kep, Raziansyah, Lucia Firsty, Febriana, Kep, Kom, & Sitanggang, 2022). Therapeutic communication is purposeful interaction between health professionals and patients that helps achieve positive health outcomes (Fite, Assefa, Demissie, & Belachew, 2019). Therapeutic communication is very important in providing quality health services to patients (Amoah, Anokye, Boakye, Acheampong, Budu-Ainooson, Okyere, Kumi-Boateng, Yeboah, & Afriyie, 2019). Therapeutic communication is built on the basis of meeting client needs. Therapeutic communication is carried out by certain people, namely nurses, doctors, midwives and nursing assistants. Therapeutic communication skills are one of the materials provided in the learning process (Priyatnanto & Sundari, 2021). Teaching about therapeutic communication is provided in various ways by teaching staff. This includes learning carried out through practical field work, where PKL activities provide students with direct experience to be able to hone their abilities and improve their skills, both soft skills and hard skills.

Based on interviews conducted with 10 class XII Nursing Assistant and Caregiver students at SMK Muhammadiyah Lumajang for the 2023/2024 academic year. Before field work practice

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activities, as many as 3 out of 10 students stated that they were not ready to carry out therapeutic communication with patients. 3 out of 10 students could not explain the phases of therapeutic communication. 4 out of 10 students cannot differentiate between ordinary communication and therapeutic communication. From the results of the interview, it was stated that students' readiness in carrying out therapeutic communication was still low.

Furthermore, based on the results of interviews conducted with the head of the health service expertise program, namely "M" before the implementation of practical field work at SMK Muhammadiyah Lumajang, information was obtained that students' readiness to practice field work for this academic year was relatively low. However, as time goes by, students practicing field work will gain additional experience and skills in the field work practice, including student experience in carrying out therapeutic communication with patients.

In order to find out in depth regarding therapeutic communication during field work practice, researchers conducted research regarding the effectiveness of field work practice in increasing the therapeutic communication knowledge of students at SMK Muhammadiyah Lumajang for the 2023/2024 academic year.

## **Method**

This type of research uses a quasi-experimental design with a pretest and posttest group design. The population in this study were grade XII students of the health service expertise program at SMK Muhammadiyah Lumajang in the 2023/2024 academic year. The sample of this study was 27 students. The sampling technique used was the purposive sampling technique. This research sample was taken because the researcher already had a target individual with characteristics that were in accordance with the research. The characteristics that were in accordance with this research were found in 6 PKL locations, grade XII, carrying out PKL in stage 1 (October 2023 - May 2024). The limited number of students taking part in PKL stage 1 made the research sample only 27 students. The research period was carried out from October 2023 to May 2024. The research location was at SMK Muhammadiyah Lumajang.

The stages in data collection consist of several stages. The first is a pretest, carried out to determine students' knowledge abilities related to therapeutic communication before field work practice. The pre-test was carried out for two days, following the nursing lesson schedule. The second implementation of practical field work will be carried out from January to April 2024 in each industrial location. The places for practical field work used as research are Muhammadiyah Lumajang General Hospital, Djatiroto Hospital, Lumajang Islamic Hospital, Haryoto Regional

Hospital, Muhammadiyah Medical Center Clinic, KHM Wonorejo, and GSHS. Third, carrying out the posttest. The posttest was carried out one week after the field work practice period ended. The posttest was carried out for two days, in the first week of May 2024. The instrument used to measure knowledge of therapeutic communication was a questionnaire with 22 statements from the results of the research adaptation Abdullah (2023).

Data analysis consists of univariate and bivariate analysis. Univariate analysis uses the frequency distribution of students' knowledge abilities related to therapeutic communication before practical field work activities. Meanwhile, bivariate analysis is to determine differences in students' knowledge abilities related to therapeutic communication before and after field work practice.

## Result and Discussion

The following are the results of research based on the level of knowledge related to students' therapeutic communication before and after implementing field work practice.

Table 1 shows that the average value of therapeutic communication knowledge has decreased, where before field work practice it was 63.52 and after field work practice it was 54.74. The median score also decreased from 64 to 59, this shows that many students got a score in the 50 range after field work practice, compared to 60 before field work practice. The minimum score before and after field work practice was the same, namely 23. Meanwhile, the maximum value for knowledge therapeutic communication decreased from 82 to 77.

Table 1. Statistics

Category	Amount	
	Before	After
Mean	63,520	54,740
Median	64,000	59,000
Minimum	23,000	23,000
Maximum	82,000	77,000

The distribution of students' therapeutic communication knowledge abilities explained in Table 2 shows that before the implementation of field work practice there were 8 students (29.63%) who were competent or scored above 70. Meanwhile, 70.37% or 19 competent students were still classified as not yet competent/scores below 70. After carrying out field practice, knowledge decreased, where only 3 students (11.11%) were competent and 24 students (88.89%) were not yet competent. Based on Table 2, there is a decrease in the number of students who are competent in therapeutic communication knowledge by 62.50%.

Table 2. Frequency Distribution of Therapeutic Communication Knowledge

Category	Amount	
	Before	After
Competent	8	3
Incompetent	19	24
Total	27	27

Based on Table 3, as many as 16 students (59.26%) were competent and 11 students (40.74%) were incompetent regarding the basics of therapeutic communication before carrying out practical field work. Meanwhile, after practical field work, 11 students (40.74%) were competent and 16 students (59.26%) were incompetent. This means that Table 3 shows that the level of therapeutic communication knowledge about the basics of therapeutic communication has decreased/reversed, from 16 competent students before field work practice to 11 competent students after field work practice.

Table 3. Frequency Distribution Based on Basics of Therapeutic Communication

Category	Amount	
	Before	After
Competent	16	11
Incompetent	11	16
Total	27	27

Based on Table 4, students' knowledge about the goals of therapeutic communication has decreased. A total of 4 students (14.81%) were competent and 23 students (85.19%) were incompetent before carrying out field practice, while only 1 student (3.70%) was competent and 26 students (96.30%) were incompetent regarding purpose of therapeutic communication.

Table 4. Frequency Distribution Based on Purpose of Therapeutic Communication

Category	Amount	
	Before	After
Competent	4	1
Incompetent	23	26
Total	27	27

Based on Table 5, students' knowledge about the benefits of therapeutic communication has increased slightly. Before implementing practical field work, 10 students were competent and 17 students were incompetent. After carrying out practical field work, 11 students were competent and 16 students were incompetent. This shows an increase in students' knowledge regarding the benefits of therapeutic communication, although it is not significant.

Table 4. Frequency Distribution Based on Benefits of Therapeutic Communication

Category	Amount	
	Before	After
Competent	10	11
Incompetent	17	16
Total	27	27

Based on Table 5, regarding the stages of therapeutic communication, classically before field work practice, 22 students were competent and 5 students were incompetent. This means that 81.48% of students are classified as able to understand the stages of therapeutic communication. In contrast to after implementing practical field work, only 70.37% of students were classically competent. Comparing knowledge about the stages of therapeutic communication before and after practical fieldwork, 22 students were competent before practical fieldwork and 19 students were competent after practical fieldwork, there was a decrease in the number of competent students regarding the stages of therapeutic communication. Meanwhile, the number of incompetent students increased by 3 students, where before the field work practice there were 5 students who were incompetent and after the field work practice there were 8 students who were incompetent.

Table 5. Frequency Distribution Based on Stages of Therapeutic Communication

Category	Amount	
	Before	After
Competent	22	19
Incompetent	5	8
Total	27	27

Based on Table 6, before implementing practical field work, 5 students were competent and 22 students were incompetent. After carrying out practical field work, 3 students were competent and 24 students were incompetent. This shows a decrease of 2 competent students before field work practice.

Table 6. Frequency Distribution Based on Therapeutic Communication Techniques

Category	Amount	
	Before	After
Competent	5	3
Incompetent	22	24
Total	27	27

Paired sample correlation shows the results of the correlation test or relationship between the pretest and posttest. Based on Table 7, it is known that the correlation coefficient value is 0.464 with a significance value (Sig.) of  $0.015 < 0.050$ . This means that there is a relationship between the pretest and posttest variables.



Table 7. Paired Samples Correlations

	N	Correlation	Sig.
Pre test-Post test	27	0,464	0,015

Based on Table 8, it is known that the Sig (2-tailed) value is  $0.004 < 0.050$ . It can be concluded that there is an average difference between the pretest and posttest scores. This means that there is an influence of field work practice on the knowledge of therapeutic communication of Lumajang Muhammadiyah Vocational School students in the 2023/2024 academic year.

Table 8. Paired Samples Test

	Sig. (2-tailed)
Pre test-Post test	0,004

In Table 9, the Sig (2-tailed) value for the pretest is  $0.018 < 0.05$ , indicating that the data is not normally distributed, so the pretest value cannot be continued for the one sample test. Meanwhile, the Sig (2-tailed) value for the posttest was  $0.157 > 0.050$ , indicating that the data was normally distributed, and continued with the one sample test.

Table 9. Tests of Normality

	Sig. (2-tailed)
Pre test	0,018
Post test	0,157

Based on Table 10, the Sig (2-tailed) value of  $0.000 < 0.050$  indicates that the average value of therapeutic communication knowledge after field work practice is not equal to 75.

Table 10. One Sample Test

	t	Sig. (2-tailed)
Post test	-7,405	0,000

The results of the research above are based on the value of therapeutic communication knowledge which consists of the basics, objectives, benefits, stages and techniques of therapeutic communication, showing that there is an influence of field work practice on the therapeutic communication knowledge of students at SMK Muhammadiyah Lumajang for the 2023/2024 academic year. However, this influence shows a negative influence. This means that the implementation of practical field work does not improve students' classical therapeutic communication knowledge skills, because the research results show a decrease in pretest and posttest results on average from 63.52 to 54.74. Meanwhile, based on the number of competent students, before the field work practice there were 8 students and after the field work practice there



were 3 students. This shows a decrease in the number of students who are competent regarding therapeutic communication knowledge.. The same as research Fatimah (2020) shows that the implementation of practical field work has an effective influence on students' skills in the field of fashion design by 85%, whereas in the field of furniture design engineering, it does not have an effective influence on students' skills. Field work practice only contributes 36.40% to student expertise.

This research is in line with this research, where practical field work activities do not necessarily have an effective influence on students' abilities, both skills and knowledge. This shows that PKL has a negative influence, which can be seen based on several observations made, including the unpreparedness of students regarding therapeutic communication before PKL, the synchronization of the curriculum with industry that is not yet optimal, and the role of teachers in making therapeutic communication a basic competency that must be mastered by students before implementing PKL.

Meanwhile Dewi (2023) shows the implementation of the field work practice program in terms of several aspects, namely context, input, process and product. Judging from the context, process and products obtained, it shows effective results in implementing the field work practice program. However, judging from the input obtained, it shows that the results are not effective in implementing the field work practice program. There are several obstacles in implementing the field work practice program, namely the location where the field work practice is carried out is far from the student's home, some students are not ready to take part in field work practice, the industrial supervisor is not ready to guide them, the supervising teacher lacks time to monitor field work practice, and teachers difficulty in finding a place for field work practice that suits students' competencies. Dewi (2023) strengthens the reasons for this research which shows a decrease in knowledge of therapeutic communication. That there are reasons why the implementation of practical field work can reduce students' level of therapeutic communication knowledge.

Interview activities were conducted with 6 nursing vocational teachers where the teachers admitted that therapeutic communication was not made a mandatory competency that students must have before implementing PKL. So that during the implementation of PKL, students' therapeutic communication was low. In addition, the synchronization of the curriculum with the industry related to therapeutic communication was also not carried out optimally.

However, the use of learning media such as role plays, showing VCDs, videos and modules (Hasan & Bachtiar, 2023; Krisnawati & Yanti, 2021; Pratiwi, Yanti, & Rahajeng, 2022; Priyatnanto & Sundari, 2021; Zaki, Werdati, & Dewi, 2009) proven effective in improving therapeutic

communication skills. Different from Zaki (2009) where role play, playing VCDs and modules were shown to be effective in increasing knowledge, attitudes and therapeutic communication skills after being given treatment. Therapeutic communication skills remain effective for one month after treatment. However, there was a decrease in the average value of students' skills regarding therapeutic communication after one month compared to after treatment.

This shows that the use of learning media is not necessarily able to improve students' therapeutic communication, even though classically while after treatment it shows it is effective. Therapeutic communication is communication carried out with the aim of healing the patient (Priyatnanto & Sundari, 2021). Therapeutic communication is engagement aimed at improving a patient's emotional and physical well-being (Laffan, 2011). Effective therapeutic communication is essential for optimal nursing practice regardless of the work environment (Fite et al., 2019; Hartley, Raphael, Lovell, & Berry, 2020; Semerci & Savaş, 2023). By having good therapeutic communication skills, nurse assistants will more easily establish a relationship of trust with patients, so that the goals of nursing care are achieved. Therapeutic communication aims to create quality health services based on awareness, empathy and trust between nurses and patients (Xue & Heffernan, 2021).

Based on the above research, it is concluded that the implementation of field work practice has an influence on students' knowledge of therapeutic communication, but it is not yet effective. This ineffectiveness can be seen from the results of further observations conducted because there was a decrease in knowledge before and after the implementation of field work practice. Factors that influence the ineffectiveness of PKL based on the results of further observations and interviews include the unpreparedness of students about therapeutic communication before PKL, the synchronization of the curriculum with the industrial world that is not yet optimal, and the role of teachers in making therapeutic communication a basic competency that must be mastered by students before implementing PKL.

## **Conclusion**

The results of the Paired Samples Test obtained a Sig (2-tailed) value of  $0.015 < 0.050$ , indicating that there is an average difference between the pretest and posttest variables. This means that there is an influence of field work practice on students' therapeutic communication knowledge. Meanwhile, based on the One Sample Test, the Sig (2-tailed) value was  $0.000 < 0.050$ , indicating that the average value of therapeutic communication knowledge after field work practice was not the same as 75. Based on the two tests conducted, it was concluded that the implementation of field

work practices was not effective in improving the therapeutic communication knowledge of SMK Muhammadiyah Lumajang students in the 2023/2024 academic year. Things that influence ineffectiveness based on the results of observations and interviews include students' unpreparedness regarding therapeutic communication before PKL, less than optimal synchronization of the curriculum with the industrial world, and the role of teachers in making therapeutic communication a basic competency that students must master before carrying out PKL.

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