

Teachers' Interpersonal Communication Strategies in Enhancing Students' Learning Motivation: A Qualitative Study of Grade 11-1 at SMA Negeri 60 Jakarta

Panji Suratriadi¹, Edward Enrieco², Nayla Mahabbah Ramadhani³

^{1,2}Lecturer, Communication, Universitas Bina Sarana Informatika (UBSI)

Abstract

This study examines teachers' interpersonal communication strategies in enhancing students' learning motivation in Grade 11-1 at SMA Negeri 60 Jakarta. Learning motivation is increasingly understood as a relational outcome shaped through everyday classroom interactions rather than solely through instructional content. This research employed a qualitative descriptive approach, with data collected through in-depth interviews with three teachers and three students, classroom observations, and documentation. The data were analyzed using an interactive process of data reduction, data display, and conclusion drawing, guided by DeVito's interpersonal communication framework. The findings reveal that teachers consistently applied five core interpersonal communication qualities empathy, openness, support, positive attitude, and equality which functioned as an integrated communication system in the classroom. Empathy established emotional safety, openness facilitated communicative trust, support reinforced students' effort, positive attitude sustained engagement, and equality strengthened students' sense of belonging. These communicative practices encouraged active participation, increased students' confidence, and fostered sustained learning motivation. The study demonstrates that learning motivation emerged through repeated and meaningful interpersonal interactions rather than isolated teaching actions. This research contributes to communication and education studies by providing context-rich qualitative evidence of how interpersonal communication strategies operate in a senior high school classroom. The findings highlight the strategic role of teachers' interpersonal communication as a foundational element in creating motivating and effective learning environments.

Keywords: Communication Strategy, Interpersonal Communication, Learning Motivation, Senior High School, Teacher Student Interaction

1. Introduction

Learning motivation is a critical determinant of students' academic success, particularly in secondary education, where developmental changes and academic demands are high [1]. Students in Grade 11 of Indonesian senior high schools, including SMA Negeri 60 Jakarta, often experience varied levels of motivation due to both internal psychological factors and external social influences [2]. Given that motivation is not a static trait but contextually influenced, the classroom environment and teacher student interactions become essential in shaping students' motivational orientations [3]. Teachers' interpersonal

communication strategies are especially significant because they mediate not only instructional clarity but also the relational tone of classroom life [4]. In the context of SMA Negeri 60 Jakarta, where diverse learning needs and social backgrounds intersect, teacher communication plays a pivotal role in organizing classroom experiences that are engaging and supportive.

Interpersonal communication between teachers and students encompasses verbal and nonverbal cues, emotional responsiveness, and social support, all of which contribute to how students perceive learning as meaningful and achievable [5]. Positive teacher–student relationships have been shown to bolster students’ perceived competence and autonomy, both core components of intrinsic motivation [6]. Studies conducted in Indonesian educational settings also demonstrate that effective interpersonal communication correlates with increased engagement and motivation, showing that local classroom realities align with broader international findings [7]. However, research suggests that the specific communication practices teachers use to build motivationally supportive interactions remain underexplored, especially in Southeast Asian senior high school contexts.

Qualitative inquiries in classroom communication have highlighted that mere instructional clarity is insufficient; instead, teacher behaviors that convey empathy, respect, encouragement, and mutual regard significantly predict motivational outcomes [8]. For students in active learning phases such as Grade 11, these interpersonal behaviors can signal to learners that their voices matter and that their academic efforts are socially valued [9]. Moreover, studies indicate that classroom climates characterized by reciprocal teacher–student communication can foster collective motivation by building a sense of belonging and shared purpose [10]. This aspect is particularly relevant in Indonesian secondary schools, where cultural and relational norms still influence educational interactions strongly.

Despite this evidence, most research remains either quantitative or general in scope, leaving a gap in rich descriptions of how teachers in specific school settings enact interpersonal communication strategies that affect learning motivation. In fact, studies that focus on nuances of communication practices such as openness, feedback styles, emotional tone, and teacher student dialogue remain sparse in the literature [11]. Furthermore, while motivation scholars emphasize contextual and relational sources of student motivation, the classroom-level mechanisms of communication that sustain these motivational processes are not sufficiently understood [12]. Consequently, there is a need for in-depth qualitative work that unpacks not only what teacher communication strategies are employed but also how students interpret them in real classroom settings.

Research in broader educational communication reveals that teacher interpersonal competence can mitigate barriers to participation, particularly when students feel psychologically safe to express confusion or ask questions, which in turn enhances perseverance and learning engagement [13]. In addition, teacher feedback that is perceived as authentic and supportive has been linked to higher self-efficacy and persistence among learners, which are critical motivational constructs [14]. These insights suggest that interpersonal communication strategies in schools extend beyond instructional functions to include motivational scaffolding that supports both academic and socioemotional growth.

Relevant local scholarship by Harahap and Sidharta [15] indicates that teacher communication strategies are integral in contexts of school conflict and student behavior, where relational openness and supportive dialogue contribute to a more harmonious and motivational school climate. This finding underscores the interconnectedness of communication strategies with broader psychosocial dynamics that shape student engagement and motivation in Indonesian schools. Given the gap in qualitative classroom research and the theoretical emphasis on relational and communicative processes, a focused study on Grade 11-1 at

SMA Negeri 60 Jakarta is justified. Such a study can illuminate specific interpersonal communication strategies that teachers use in everyday interactions and how these strategies influence students' motivational interpretations and behaviors. Understanding these classroom dynamics can contribute to both theory and practice by providing context-rich evidence of motivational processes shaped through teacher communication in Indonesian senior high schools.

2. Research Methodology

Research Setting and Participants

This study employed a qualitative research design with a descriptive approach to explore teachers' interpersonal communication strategies in enhancing students' learning motivation in Grade 11-1 at SMA Negeri 60 Jakarta. A qualitative approach was chosen because it enables an in-depth understanding of social interactions, meanings, and communication practices as they naturally occur in educational settings [16]. In the context of classroom communication, qualitative research is particularly suitable for capturing relational dynamics, subjective interpretations, and interactional processes that cannot be adequately explained through numerical measurement alone [17]. The research was conducted at SMA Negeri 60 Jakarta, a public senior high school located in Jakarta, Indonesia. The focus on Grade 11-1 was based on preliminary observations indicating a high level of student participation, active classroom interaction, and visible teacher–student engagement during the learning process. Purposeful sampling was applied to select participants who were directly involved in and knowledgeable about the communication processes under study, which is consistent with qualitative research principles emphasizing information-rich cases [18], [17]. The participants consisted of six informants, including three teachers who taught in Grade 11-1 one of whom also served as the homeroom teacher and three students from the same class. Teachers were selected because they actively designed and enacted interpersonal communication strategies during classroom instruction, while students were included to capture learner perspectives and interpretations of those strategies. This combination allowed the study to examine interpersonal communication from both sides of the interaction, thereby strengthening the depth and balance of the findings.

Data Collection and Data Analysis Procedures

Data were collected using three primary techniques: in-depth interviews, classroom observation, and documentation, which are commonly employed in qualitative educational research to ensure rich and contextualized data [19]. First, in-depth semi-structured interviews were conducted with all participants. The interviews with teachers focused on their communication strategies, intentions, and experiences in motivating students, while student interviews explored perceptions, feelings, and motivational responses to teacher communication. Semi-structured interviews were chosen to allow flexibility for probing participants' experiences while maintaining alignment with the research focus [20].

Second, non-participant classroom observations were carried out to directly examine how interpersonal communication strategies were enacted during the teaching–learning process. Observations focused on verbal and nonverbal communication, patterns of interaction, teacher responses to student behavior, and classroom atmosphere. Observational data enabled the researcher to triangulate interview findings and reduce reliance on self-reported data. Third, documentation was used to support and contextualize interview and observation data. Documents included lesson plans, classroom photographs, and audio recordings of interviews. These materials provided additional evidence of communication practices and helped enhance the credibility of the findings.

Data analysis followed an interactive and iterative process, consisting of data condensation, data display, and conclusion drawing, as proposed by Miles, Huberman, and Saldaña. Interview transcripts, observation notes, and documentation were first organized and reduced by selecting information relevant to the research objectives. The data were then coded and categorized based on five key interpersonal communication qualities derived from DeVito's theory, namely empathy, openness, support, positive attitude, and equality. After categorization, data were displayed in thematic matrices to facilitate pattern recognition and comparison across participants. The final stage involved interpreting the findings to identify how specific interpersonal communication strategies contributed to students' learning motivation in Grade 11-1. This analytical process allowed theoretical concepts to be connected with empirical classroom practices in a systematic manner.

To ensure the trustworthiness of the study, several strategies were employed, including source triangulation, prolonged engagement, and careful documentation of the research process. Source triangulation was achieved by comparing data obtained from teachers, students, and classroom observations to confirm consistency and credibility of findings. Triangulation is widely recognized as a key strategy for enhancing validity in qualitative educational research. In addition, detailed descriptions of the research context, participants, and procedures were provided to support transferability, allowing readers to assess the applicability of the findings to similar educational settings. Dependability and confirmability were addressed by maintaining systematic records of data collection and analysis, ensuring that interpretations were grounded in empirical evidence rather than researcher bias.

3. Results and Discussion Data

Results

The findings of this study indicate that teachers in Grade 11-1 at SMA Negeri 60 Jakarta consistently applied interpersonal communication strategies that fostered a supportive and motivating learning environment. Classroom observations, in-depth interviews with teachers and students, and documentation analysis reveal that communication practices were not limited to instructional delivery, but also emphasized relational engagement. These practices aligned closely with the five interpersonal communication qualities proposed by DeVito, namely empathy, openness, support, positive attitude, and equality. Students' learning motivation emerged as a dynamic outcome shaped by repeated interpersonal interactions rather than isolated teaching actions. To provide an integrative overview of how these interpersonal communication strategies operate in classroom practice, the main findings of this study are summarized visually in Figure 1. The figure functions as an empirical organizing framework that illustrates how effective classroom communication is constructed through interconnected communicative practices observed during the learning process in Grade 11-1.

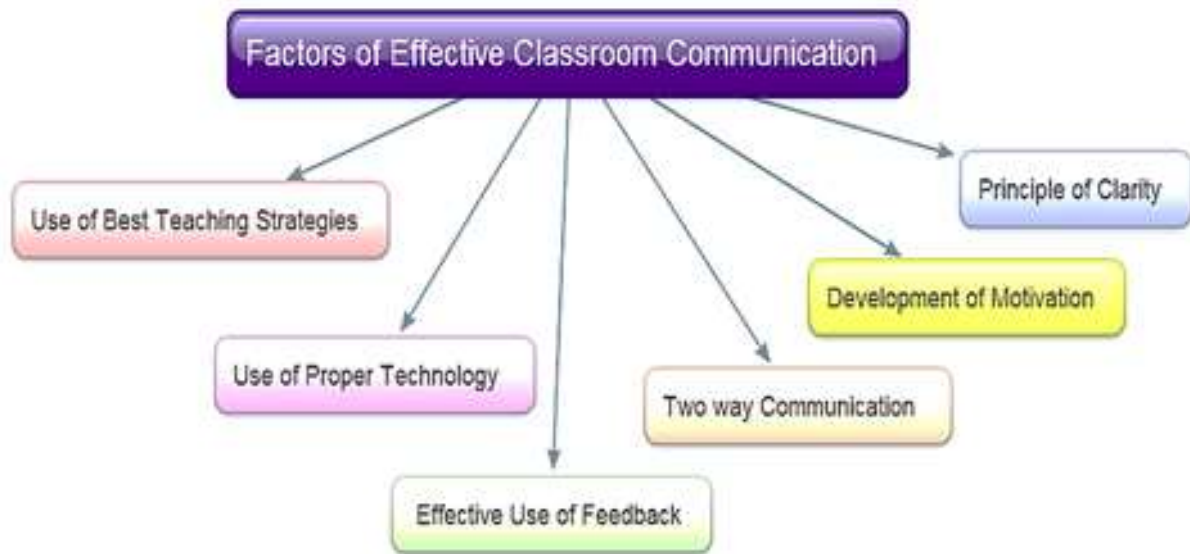


Figure 1. Factors of Effective Classroom Communication Based on Field Findings in Grade 11-1 at SMA Negeri 60 Jakarta

Empathy emerged as a central interpersonal communication strategy used by teachers in Grade 11-1. Observational data show that teachers frequently acknowledged students’ emotional states before beginning instruction, such as recognizing fatigue, stress related to academic workload, or personal challenges. Teachers were observed adjusting their tone of voice and pacing of instruction in response to students’ reactions, which contributed to a more emotionally responsive classroom climate. Interview data from students indicate that empathetic communication made them feel understood and valued as individuals rather than merely recipients of academic content. Students reported that teachers’ willingness to listen and respond to their concerns reduced anxiety and increased willingness to participate in classroom discussions. In the context of Figure 1, empathy supports the development of a classroom climate where communication flows more openly and students feel psychologically safe to engage. At SMA Negeri 60 Jakarta, empathy functioned as an initial gateway for building trust, which later enabled more active student participation and sustained learning motivation.

Openness was reflected in teachers’ communication practices through dialogic interaction and personal engagement with students. Teachers regularly invited students to express opinions, ask questions, and share learning difficulties without fear of negative judgment. Classroom observations reveal that teachers often initiated lessons with informal check-ins, creating space for students to articulate their learning experiences. Students described openness as a key factor that encouraged them to speak more freely during lessons. This openness reduced hierarchical distance while maintaining instructional authority, allowing students to perceive the classroom as a safe communicative space. As illustrated in Figure 1, openness strengthens two-way communication and reinforces clarity in message exchange. From a motivational perspective, openness facilitated students’ sense of autonomy and ownership of the learning process, thereby supporting intrinsic motivation.

Supportive communication was evident through verbal reinforcement, nonverbal gestures, and symbolic rewards. Teachers frequently provided affirmative feedback, such as praise for effort rather than outcomes, and acknowledged small academic improvements. In some instances, teachers offered tangible rewards to reinforce positive learning behaviors. Students reported that supportive communication increased their

confidence and persistence in completing academic tasks. Observational data show that supportive feedback was often delivered publicly, which contributed to collective motivation within the classroom. Within the framework presented in Figure 1, effective use of feedback operates as a reinforcing mechanism that connects instructional clarity with motivational development. This finding suggests that support functions not only at the individual level but also at the group level by establishing shared norms of encouragement and recognition.

Teachers consistently demonstrated a positive attitude through enthusiastic delivery, humor, and energizing classroom activities. Observations indicate that teachers used light humor and interactive games to maintain students' attention, particularly during challenging lessons. This positive emotional tone contributed to an atmosphere where students appeared relaxed yet focused. Students perceived teachers' positive attitudes as motivating because they made learning feel enjoyable rather than burdensome. As reflected in Figure 1, positive attitude strengthens the overall effectiveness of classroom communication by enhancing emotional engagement and sustaining student attention. The presence of enthusiasm and humor reduced psychological distance and helped transform routine instructional activities into engaging learning experiences.

Equality in communication was reflected in teachers' efforts to position students as partners in the learning process. Teachers used inclusive language, addressed students respectfully, and acknowledged students' contributions as meaningful to classroom learning. While maintaining authority, teachers avoided authoritarian communication styles that could discourage participation. Students expressed that being treated as equals increased their confidence to express ideas and challenge viewpoints respectfully. In relation to Figure 1, equality reinforces two-way communication and supports the development of motivation by fostering mutual respect. Equality strengthened students' identification with the classroom community and reinforced the perception that learning is a shared process rather than a one-sided transmission of knowledge.

The findings of this study strongly corroborate Joseph A. DeVito's interpersonal communication framework, which conceptualizes effective interpersonal communication through five core qualities: empathy, openness, supportiveness, positive attitude, and equality. Empirical evidence from Grade 11-1 at SMA Negeri 60 Jakarta demonstrates that these qualities are not merely normative ideals, but are concretely enacted by teachers through daily classroom interactions. Empathy was manifested through teachers' sensitivity to students' emotional and psychological conditions, enabling students to feel acknowledged as individuals rather than passive recipients of instruction. This finding aligns with DeVito's assertion that empathy functions as the emotional gateway through which meaningful interpersonal relationships are established.

Furthermore, openness and equality emerged as crucial dimensions that reduced hierarchical distance while preserving pedagogical authority. Teachers' willingness to invite dialogue, listen to students' perspectives, and treat students as communicative partners reflects DeVito's view that openness and equality foster mutual trust and relational balance in interpersonal exchanges. In this study, these qualities directly supported students' confidence to participate actively in classroom discourse, indicating that communicative trust is a prerequisite for sustained learning motivation. Supportiveness and positive attitude, meanwhile, operated as reinforcing communicative behaviors that maintained students' engagement over time through encouragement, constructive feedback, and an emotionally positive classroom atmosphere.

Importantly, this study extends DeVito's theoretical framework by situating interpersonal communication within the institutional and pedagogical context of senior high school education. While DeVito conceptualizes interpersonal communication primarily at the interpersonal level, the findings of this research demonstrate that these communicative qualities function cumulatively and structurally within classroom settings. Teachers' interpersonal communication strategies influenced learning motivation not through isolated communicative acts, but through repeated interaction patterns that gradually shaped students' perceptions of the classroom as a safe, respectful, and motivating learning environment. By empirically linking DeVito's interpersonal communication qualities to students' learning motivation, this study contributes to communication scholarship by showing how interpersonal communication operates as a strategic pedagogical resource that supports motivational outcomes in formal educational contexts.

Discussion

The findings of this study demonstrate that teachers' interpersonal communication strategies in Grade 11-1 at SMA Negeri 60 Jakarta operate as an integrated and cumulative system that shapes students' learning motivation. Empathy functions as the foundation for emotional safety, openness facilitates communicative trust, support reinforces students' effort, positive attitude sustains engagement, and equality strengthens students' sense of belonging. Rather than working independently, these interpersonal qualities interact dynamically through repeated classroom interactions, resulting in a learning environment where motivation is continuously constructed, negotiated, and sustained through communication.

When examined through DeVito's interpersonal communication framework, the findings confirm that the five interpersonal qualities empathy, openness, supportiveness, positive attitude, and equality are observable and actionable in formal educational settings (DeVito, 2019). Empathy emerged as the initial relational condition that enabled students to feel acknowledged and understood, which aligns with DeVito's view that empathy is essential for establishing meaningful interpersonal connections. Openness and equality reduced psychological distance between teachers and students, allowing communication to shift from a one-way instructional model to a dialogic interaction pattern. This communicative balance fostered trust and encouraged students to actively participate in classroom discourse.

Supportiveness and positive attitude further strengthened motivational outcomes by reinforcing students' academic effort and emotional engagement. Consistent with DeVito's emphasis on supportive and positive communication climates, teachers' use of encouragement, constructive feedback, and affirmative language contributed to students' persistence and confidence. These communicative practices transformed routine instructional activities into relationally meaningful experiences, illustrating that motivation is not merely an individual trait but a relational outcome shaped by interactional contexts.

This study extends existing literature by providing context-rich qualitative evidence of how interpersonal communication strategies are enacted in an Indonesian senior high school classroom. Unlike prior studies that often isolate specific communication variables, the present findings reveal how multiple interpersonal dimensions operate simultaneously as part of an integrated communication system. The results underscore the importance of viewing learning motivation as a relational and processual outcome, constructed through everyday teacher-student communication practices rather than produced by instructional content alone.

By situating DeVito's interpersonal communication framework within the institutional context of secondary education, this study contributes theoretically by demonstrating that interpersonal communication functions as a strategic pedagogical resource. Practically, the findings suggest that teachers' ability to consistently enact interpersonal communication qualities plays a decisive role in sustaining students' motivation, engagement, and participation. As such, interpersonal communication

should be understood not as a supplementary skill, but as a core component of effective teaching practice in senior high school classrooms.

Taken together, the discussion highlights that students' learning motivation in Grade 11-1 at SMA Negeri 60 Jakarta is not generated by isolated teaching techniques, but is constructed through sustained interpersonal communication practices enacted by teachers in everyday classroom interactions. The empirical findings demonstrate that empathy, openness, support, positive attitude, and equality function as interrelated communicative qualities that collectively shape a supportive classroom climate. This integrated communication system confirms that motivation emerges as a relational and processual outcome, grounded in how students experience communication with their teachers over time.

4. Conclusion

This study concludes that teachers' interpersonal communication strategies play a decisive role in enhancing students' learning motivation in Grade 11-1 at SMA Negeri 60 Jakarta. The findings demonstrate that learning motivation is not merely influenced by instructional content or teaching methods, but is constructed through sustained interpersonal interactions between teachers and students. Empathy, openness, support, positive attitude, and equality emerged as core communicative qualities that collectively shaped a supportive classroom environment, enabling students to feel emotionally safe, respected, and encouraged to participate actively in the learning process. Furthermore, this research shows that these interpersonal communication qualities do not operate independently, but function as an integrated system that continuously influences students' motivational experiences. Empathy served as the initial relational foundation that fostered trust, while openness and equality reduced psychological distance and encouraged dialogic interaction. Support and positive attitude reinforced students' effort and engagement over time, contributing to a classroom climate in which motivation was sustained rather than situational. By situating these findings within DeVito's interpersonal communication framework, this study confirms that interpersonal communication functions as a strategic pedagogical resource in formal educational settings, particularly at the senior high school level. In conclusion, this study contributes to communication and education scholarship by providing context-rich qualitative evidence of how interpersonal communication strategies are enacted in an Indonesian senior high school classroom. Practically, the findings suggest that teachers' interpersonal communication skills should be recognized as a core component of effective teaching practice, not as a supplementary ability. Theoretically, this research extends DeVito's framework by demonstrating its relevance within institutional classroom contexts, where communication operates cumulatively and relationally to shape students' learning motivation. Future research is encouraged to explore similar communication dynamics across different educational levels and contexts to further strengthen understanding of interpersonal communication as a foundation for motivated learning.

5. Acknowledgement

The author would like to thank Dr. Veranus Sidharta for his assistance in completing this research article. Furthermore, the author would like to thank the informants who provided necessary information during the research process.

References

1. J. Liu, J. Gao, and M. H. Arshad, "Teacher–student relationships as a pathway to sustainable learnin-

- ng: Psychological insights on motivation and self-efficacy,” *Acta Psychologica*, vol. 254, p. 104788, 2025, doi: 10.1016/j.actpsy.2025.104788.
2. T. Luo and A. Derakhshan, “Examining the role of classroom climate and teacher–student relationships in EFL students’ perceived learning outcomes: A self-determination theory perspective,” *Learning and Motivation*, vol. 88, p. 102062, 2024, doi: 10.1016/j.lmot.2024.102062.
 3. F. Xie and A. Derakhshan, “A conceptual review of positive teacher interpersonal communication behaviors in the instructional context,” *Frontiers in Psychology*, vol. 12, p. 708490, 2021, doi: 10.3389/fpsyg.2021.708490.
 4. H. Lei, X. Wang, M. M. Chiu, M. Du, and T. Xie, “Teacher–student relationship and academic achievement in China: Evidence from a three-level meta-analysis,” *School Psychology International*, vol. 44, no. 1, pp. 68–101, 2023, doi: 10.1177/01430343221122453.
 5. J. Ampofo, G. Bentum-Micah, X. Qian, B. Sun, and R. Mensah Asumang, “Exploring the role of teacher empathy in student mental health outcomes: A comparative SEM approach,” *Frontiers in Psychology*, vol. 16, p. 1503258, 2025, doi: 10.3389/fpsyg.2025.1503258.
 6. F. Xu, L. Wang, and J. Xu, “The impact of teachers’ motivating style and student–teacher relationships on adolescents’ class participation: The indirect role of learning motivation,” *Acta Psychologica*, 2025, doi: 10.1016/j.actpsy.2025.105105.
 7. N. Isyanto and S. Syamsuddin, “The role of teacher interpersonal communication in enhancing students’ learning motivation,” *Tandhim: Journal of Islamic Education Management*, vol. 1, no. 1, pp. 21–28, 2025, doi: 10.53038/tndm.v1i1.270.
 8. Z. Gan, Z. An, and F. Liu, “Teacher feedback practices, student feedback motivation, and feedback behavior: How are they associated with learning outcomes?” *Frontiers in Psychology*, vol. 12, p. 697045, 2021, doi: 10.3389/fpsyg.2021.697045.
 9. M. Sadoughi and S. Y. Hejazi, “How can L2 motivational self system enhance willingness to communicate? The contribution of foreign language enjoyment and anxiety,” *Current Psychology*, vol. 43, pp. 2173–2185, 2024, doi: 10.1007/s12144-023-04479-3.
 10. X. Li, C. Bergin, and A. A. Olsen, “Positive teacher–student relationships may lead to better teaching,” *Learning and Instruction*, vol. 80, p. 101581, 2022, doi: 10.1016/j.learninstruc.2022.101581.
 11. J. Lobo, “Teacher emotional support and school engagement: The case of physical education teachers and students in a prominent local college,” *Physical Culture and Sport. Studies and Research*, vol. 98, no. 1, pp. 57–66, 2023, doi: 10.2478/pcssr-2023-0005.
 12. X. Liu, “Effect of teacher–student relationship on academic engagement: The mediating roles of perceived social support and academic pressure,” *Frontiers in Psychology*, vol. 15, p. 1331667, 2024, doi: 10.3389/fpsyg.2024.1331667.
 13. Y. Bjereld, R. Thornberg, and J. S. Hong, “Why don’t all victims tell teachers about being bullied? A mixed methods study,” *Teaching and Teacher Education*, vol. 148, p. 104664, 2024, doi: 10.1016/j.tate.2024.104664.
 14. X. Gao and G. T. L. Brown, “The relation of students’ conceptions of feedback to motivational beliefs and achievement goals,” *Education Sciences*, vol. 13, no. 11, p. 1090, 2023, doi: 10.3390/educsci13111090.
 15. S. B. N. P. Harahap and V. Sidharta, “Strategi komunikasi guru dalam mengatasi bullying di sekolah (Studi Di Lingkungan Sekolah SMP PGRI 7 Jakarta),” *LUGAS: Jurnal Komunikasi*, vol. 8, no. 2, 2024, doi: 10.31334/lugas.v8i2.4417.

16. J. W. Creswell and C. N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. Thousand Oaks, CA: SAGE, 2022, doi: 10.4135/9781071802819.
17. E. J. Tisdell, S. B. Merriam, and H. L. Stuckey-Peyrot, *Qualitative Research: A Guide to Design and Implementation*, 5th ed. Hoboken, NJ: Wiley, 2025.
18. M. Q. Patton, *Qualitative Research & Evaluation Methods: Integrating Theory and Practice*, 4th ed. Thousand Oaks, CA: SAGE, 2015.
19. M. B. Miles, A. M. Huberman, and J. Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed. Thousand Oaks, CA: SAGE, 2018, doi: 10.4135/9781506374680.
20. S. Kvale and S. Brinkmann, *Doing Interviews*, 2nd ed. Thousand Oaks, CA: SAGE, 2018, doi: 10.4135/9781529716665.



Licensed under [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)