False Dichotomy: Building Awareness of Mass and Interpersonal Communication Convergence in the Era of Digital Technology in Indonesia

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Abstract:

This paper is written as input for managers of higher education in Communication Studies regarding the phenomenon of new digital communication technology development, as well as communication theory and research in Indonesia. While many communication scientists outside Indonesia have been talking about the importance of unifying the realms of mass and interpersonal communication theories in the era of digital technology, the teaching of communication theory in Indonesia has not accommodated such convergence. This has resulted in the absence of new/digital communication technologies in the existing communication research. Using the historical perspectives and previous works of communication scientists, a new perspective in the teaching of communication theory can be formulated, one that unifies the boundaries between mass and interpersonal communication. In addition, communication research that considers the presence of new communication technologies should also be pursued.

Introduction

The Association of Communication Study Higher Education (ASPIKOM) is an association of communication study programs in Indonesia that includes more than 350 managers of communication study higher education. The main mission of this association is to develop the teaching quality of the Communication Study programs in Indonesia by improving the competence standards of lecturers, core curriculum, as well as facilities and infrastructure in higher education institutions of Communication Studies. Lecturers, as managers of Study Programs, are expected to have insight, knowledge, and the ability to understand, analyze, and solve communication problems and phenomena that occur in society. In teaching, lecturers can focus on the mastery of communication study substances, including Communication Theory and Perspective, Communication Ethics and Philosophy, and Communication Logic and Research. Those substances are the core curriculum which

is determined as a compulsory basic course that must be provided in communication study higher education at the undergraduate, master, and doctorate levels.

To ASPIKOM's mission, the main study in this paper focuses on communication theory and research, two strongly correlated points. The function of the theory that explains a phenomenon is the basis used in conducting research. Currently, when communication technology is developing rapidly, a critical wondering regarding the relationship between communication theory, research, and fast-paced technological advancement is in order. With the development of communication technology today, can communication research still be analyzed using the old communication theories? In other words, are these communication theories still relevant in the era of communication technology? Further, do managers of higher education in Communication Science have an awareness of this development and seek to understand the relevance of communication theory and research in the era of communication technology?

To understand communication theory, those involved in communication study in higher education must look at the domain in which the theories were developed. Miller (2005) divides the domains of communication theory based on process and context. Richard West (2007) focuses on the stages or levels of communication. Stephen W. Littlejohn, Karen A. Foss (2017) and EM Griffin, Andrew Ledbetter (2019), whose book is a must-read in learning communication theory, divide the study areas of communication theory based on communication elements (communicators, messages, media), levels of communication (interpersonal communication, group communication, organizational communication, and mass communication, as well as on the context of communication (intercultural communication, political communication, Health communication, etc.). In terms of levels of communication, mass communication theory and interpersonal communication are at opposite poles, separated by group communication and organizational communication. With the grouping of communication theories, each theory has special characteristics that cannot be mixed. The acceptance of the two groups of communication theory is a "take it for granted" acceptance. This can be seen in the communication research of lecturers, students, and users of communication theory. The rapid advancement of digital technology has challenged these two theoretical realms, whether they are still applicable or not. The boundaries between the two levels of communication, interpersonal and mass, or what Kathleen K Readon (1988) referred to as sub-disciplines, have melted away from each other. This blurs the boundaries between the two or even merges into a convergence.

Communication scientists have been 'concerned' for a long time seeing the development of communication theory and research in the era of communication technology rapid development. In 1988, Human Communication Research held a symposium that provided an early warning system by promoting findings, which show that the development of digital communication media has led to a mismatch with the existing divisions of communication theory, that a new epistemological approach to communication research is needed (Walther, 2017). This argument is driving other communication scientists to voice the same idea, that the existence of new communication technologies has challenged the categorization of mass and interpersonal communication (Cathcart & Gumpert, 1983) (Hawkins RP, Wiemann JM, 1988). These scientists generally believe that changes in communication technology can facilitate the long-needed paradigm shift in communication science (Readon & Rogers, 1988). In the social sciences, the further development of communication technology such as social media, big data, and computing has made possible changes in the theory of mass and interpersonal communication (Cappella, 2017). Such phenomena are essential to review. Various thoughts from communication scientists highlight several strong dictions in viewing the existence of mass and interpersonal communication theories. Cappella

(2017) used 'rethinking' diction, Walther (2017) proposed 'merger', High (2019b) proposed 'Integrating' diction, O'Sullivan & Carr (2018) and Leah A. Lievrouw, Erick P Bucy, T. Andrew Finn (2001) brought the diction 'bridging,' and Cathcart & Gumpert (1983) offered the unification of mass communication and interpersonal as an 'a new typology'. Walther (2017) also raised the benchmarking diction by saying the convergence of mass and interpersonal communication is carried out through the formation of 9 meta constructs. Meanwhile, Capella (2017) offered four vectors/directions in seeing the unification of mass and interpersonal communication.

In Indonesia, do scholars feel the same concerns as communication scientists abroad? In my point of view, Indonesian scholars seem to be less aware, and relaxed and have not moved to realize that technological advances affect the development of communication theory and research. This kind of condition can be traced to the development of communication theory in Indonesia. Utari (2013) explains that communication theories have usually been limited by their confinement under western orientation as the dominant paradigm for communication studies. This not only limits our understanding of Indonesian and in particular their communication, but more problematically legitimizes inadequate conceptual and methodological reasoning in studies of human communication. Sources of theoretical thought are products compiled by western scientists (Turnomo Rahardjo, 2008) and communication theories of this kind are not necessarily by conditions in Indonesia (Alwi Dahlan, 2001).

The roots of communication theoretical thinking in a western perspective according to Dissanayake (2013) because communication scholars in Asia have been, by and large, trained in the west and make use of books and journals, and research papers published under scholarly dispensation. Consequences that appear unfavorable development of scientific Communication. Communication Science does not appear to have any distinctive characteristics or competitive or comparative advantage. No identity can be used as identification for the existence of Communication Science in a region or country (Utari, 2012). The conventional academic views of communication have been skewed by Western frames of reference. They have no representative sample of all possible conceptual positions from which the knowledge of communication can be constructed (Miike, 2002). Looking at the development of communication theory from a historical perspective which is mostly oriented toward the western perspective, it is possible that when looking at the role of technology in the development of scientific communication, scientists in Indonesia still hold tightly to what has been obtained from the western world.

In the learning system of communication theory, most lecturers teach communication theory by dividing the realm or levels of communication into strict boxes between mass and interpersonal communication. The books that are used as references for teaching, or the compulsory reading material for students, still separate mass and interpersonal communication. This is in line with what Elly, A Konijn, Sonya Utz, and Martin Tanis (2008) argued on interpersonal communication. The literature often fails to address the value of interpersonal communication in light of recent developments in communication technology. Theory development lags behind the fast development and adoption of technology. Books on interpersonal communication or mass communication only focus on their fields. Many communication scientists also see new communication technologies as a threat to the discipline of mass and interpersonal communication. This is a picture of the current state of communication study and research in Indonesia.

The teaching internalization that still maintains a sharp distinction between mass and interpersonal communication can be seen in the communication research produced by many students, both in the form of undergraduate theses, theses, and dissertations, as well

as in journal publications. In some research, for example, although the phenomena studied are related to the use of technology, the analysis still uses communication theory which separates mass and interpersonal communication. In research that emphasizes interpersonal communication, mass communication often does not appear in the analysis, and vice versa. If this continues, without awareness to change, it is not impossible that communication research in Indonesia will be left behind and the development of communication theory will become stagnant or even stopped.

This paper seeks to provide new insights and awareness calls to all ASPIKOM members to see, realize, and understand, as well as to take operational actions regarding the convergence of mass and interpersonal communication theory in the era of communication technology.

Methodology

This study uses the Systematic Literature Review (SLR) method. A research method refers to certain research that has been carried out previously to collect and evaluate research on the topic (Triandini et al., 2019). SLR is carried out through 3 stages, determining research questions, data search processes, and measuring data quality. Formulation of RQ "How is the Convergence of Mass Communication and Interpersonal Theory in the Digital Technology Era in Indonesia, focusing on 5 elements called PICOC.

1. Population, the target group investigated in this research is research related to the Convergence of Mass and Interpersonal Communication written in Scopus and Google Scholar-indexed journals, starting with the development of digital technology issues from 1990 to the last year of 2020.

2. Interventions, investigative aspects or interesting problems to be investigated include the development of the convergence of mass communication and interpersonal theory in the dimensions of digital communication technology from a historical perspective.

3. Comparison, the aspect of the investigation that will be compared with the intervention. How does the Convergence of Mass Communication and Interpersonal theory compare in Indonesia?

4. Outcomes, and effects of the intervention. The resulting outcome is an analysis of how the convergence of Mass Communication and Interpersonal Theory in the era of Digital technology in general and in Indonesia in particular.

5. Context, the setting or environment of the investigation, the setting in this research is the theory of Mass and Interpersonal communication in the context of digital media.

Data was collected using the 8th edition of the Publish and Perish (PoP) application. The search for articles was carried out by entering the keyword 'Convergence of Mass and Interpersonal Communication' from journals indexed to Scopus and Google Scholar, in the period 1990 to 2020. Measurement of data strength was evaluated based on questions on Quality Assessment

- QA1: Are the titles and contents of the selected journals relevant to the topic or discussion required?

- QA2: Is the Journal published in the period 1990–2020

- QA3: Does the journal contain the theories and methods used?

Results and Discussion

The Historical Perspective on Mass Communication vs. Interpersonal Communication: A False Dichotomy.

In the article, 'Interpersonal versus Mass Media Communication: A False Dichotomy', Readon and Rogers (1988) boldly argued that the separation of thought between mass and interpersonal communication is a 'false dichotomy. From the historical perspective regarding the development of Communication Studies, the formation of such separation is mainly based on the historical and political convenience of universities in the west. This separation was exaggerated and had a detrimental effect on the progress of communication theory and research. According to Readons and Rogers (1988), what communication scientists regard as a clear and natural division of communication study is a distortion that divides it, and this has resulted in a wide range of implications.

Historically, interpersonal communication was a sub-discipline of social study that developed earlier than mass communication. In the 1920s-1930s period, early communication theory was brought up by psychologists and social psychologists such as Charles Horton Cooley, George Herbert Mead, Harry Stack Sullivan, and others (O'Sullivan, 1999). They were interested in understanding interactions between individuals as a form of interpersonal communication. Although these scientists did not completely dedicate themselves to the study of interpersonal communication, their work contributed directly to the development of interpersonal communication as a scientific field of study. In contrast, the study of mass communication emerged more recently as a result of studies by sociologists and political scientists in the early and mid-century decades. The mass communication theory of this era focused on the potential of communication technologies such as film, radio, and television which influence mass audiences. Robert E. Park's monograph (1922), in The Immigrant Press and lts Control, examined the role of foreign-language newspapers in the United States. He also examined the works of Paul F. Lazarsfeld, Harold D. Lasswell, Kurt Lewin, and Carl Hovland during the 1930s to the late 1940s. Those works also had a considerable impact on the study of mass communication (Rogers, 1986). The historical convenience, in which each of these sub-disciplines developed, was then maintained as two distinct sub-disciplines of communication.

Another side of the false dichotomy is explained by Readon and Rogers through what they refer to as 'university politics'. The labels "speech communication" and "journalism" promoted by departments at various universities in the US are suspected to be the main cause of the two sub-discipline separation. According to Readon and Rogers, this phenomenon is a form of "historical accident." For example, the University of Wisconsin, which is renowned for its excellence in communication theory and research, reveals how interpersonal communication and mass media grew separately. In 1965, there was a School of Journalism, a Speech Communication Department, and an Agriculture Journalism Department at the university. The University of Wisconsin also offered two Ph.D. degrees, one in the School of Journalism and Mass Communication, along with Agriculture Journalism, and the other in the Department of Communication and Art. Although mass communication theory was taught by both departments, which were represented at ICA (International Communication Association) by the divisions of interpersonal communication and mass communication, only a few students studied both theories and there was only a slight sense of connectedness between the respective programs. It is the university's policy that divided the department into two separate sub-disciplines based on their specialty.

In Indonesia, several tertiary institutions make Journalism a Faculty or specifically a study program. The Jakarta Institute of Social and Political Sciences has a special Study

Program in Journalism, as well as at the University of Indonesia, Padjadjaran University, Bengkulu University and Multi Media Nusantara University. Meanwhile, the emphasis on speech communication is integrated into the labels of the public relations study program, and the Communication Science study program.

The theoretical justification for the false dichotomy is also explained by the data that scientists from each sub-discipline rarely attend scientific conferences with themes different from their sub-disciplines. They also rarely mention each other in their writing. Paisley (1984) conducted a cross-citation rate study between five mass communication journals (Communication Research, Journal of Broadcasting, Journal of Communication, Journalism Quarterly, and Public Opinion Quarterly) and three interpersonal communication journals (Central States Speech Journal, Communication Monographs, and Quarterly Journal of Speech) which were included in the 1981 Social Science Citation Index. Of the 5,941 citations from the eight communication journals, there were only 24 (0.3 percent) cross-citations between mass communication journals and interpersonal communication journals. Almost all other citations (99.7%) are in their respective sub-disciplines. Citation analysis was also carried out by Reeves (1983). The findings show that of the 3,595 citations in five mass communication journals and four interpersonal communication journals that appeared in the period 1977-1979, there is a high degree of segregation between the sub-disciplines. Only 7.7% of citations crossed sub-discipline boundaries. Reeves and Borgman (1983) conclude that: "Interpersonal communication and mass communication remain fields with separate sub-literatures."

In Indonesia, the separation of communication journals has not shown a clear division between existing journals, both communication journals from the Communications Sciences Association (ASPIKOM Journal and ISKI Journal), communication journals issued by state universities and private universities.

Convergence Awareness in Communication theory Education and Research in Indonesia: nonemergent yet.

One of the suspected main reasons why the convergence of mass and interpersonal communication theory has not become the main study material for theory development and research in Indonesia is the teaching system of communication theory itself. Most study material from lecturers on communication theory still refers to textbooks that separate interpersonal and mass communication theories. Books by Miller (2005) Communication Theories Perspectives, Processes and Context, Brent D. Ruben, Lea P (2006) Communication and Human Behavior, Richard West (2007) Introducing Communication Theory, Stephen W. Littlejohn, Karen A. Foss (2017) Theories of Human Communication, EM Griffin, and Andrew Ledbetter (2019) A First Look at Communication Theory are the main sources for students in the study of communication theory. These references put mass communication and interpersonal communication at poles far apart, multi communication levels starting from interpersonal, group, and organizational communication, and then mass communication. Other textbooks specifically discuss mass communication, such as Mc Quail's (2005) Mass Communication Theory, Wood, n.d. (2018) interpersonal communication, Communication in Our Lives, and DeVito's (2016) The Interpersonal Communication Book. A similar phenomenon is found in communication theory books written by Indonesian scientists such as the work of Morissan's (2014) Individual to Mass Communication Theory, Daryanto's (2014) Communication Theory, Putri's (2017) Communication Theory, Mukarom's (2020) Communication Theories, and Suherman's (2020) Textbook of Communication Theory. These books still explain various theories that divide communication theory based on the levels at which communication occurs. The use of such textbooks creates a lasting condition that separates interpersonal and mass communication.

Media publications in the learning system of communication theory also play an important role in the non-emergent awareness of the convergence of interpersonal and mass communication theory. One of the examples can be found in YouTube media. When the keyword 'communication theory' is inserted, the result will show various videos explaining various theories that put different emphases on each other. Most of the video content explains the categorization of theories that differ from each other based on communication levels or context. For example, as stated by Yayu Sriwartini (2019) on https://www.youtube.com/watch?v=FovQZ5B4Bdg&t=1259s, the division of communication theory is based on what she refers to as the context of interpersonal communication, without including mass communication as an integral part of the communication theory. A communication theory learning video from Zaenal Mutaqin Hasan (2021), on https://www.youtube.com/watch?v=YDZ0HQ8vpfc, divides the realm of communication contextually, which separates communication studies from the intrapersonal, interpersonal, group, organizational, and media, just like other similar videos. As a result of such findings, when students are given an assignment by their lecturers to upload videos of communication theory learning media, their concept of convergence also gets blurry. With the concept presented by the lecturers, most students will only make videos based on the existing examples that they could find. They will not think further to relate the assignment material to the context of the existing phenomena, especially about the use of communication technology. Such phenomena will further distance the concept of understanding the theory of convergence due to technological advances.

The National Standard of Higher Education in Indonesia requires that students have a standard of learning competence at each level of education. One of the requirements is that students must be able to produce articles published in accredited international and national journals. The non-emergent thought of mass communication and interpersonal communication convergence can be seen from the number of publications in SINTA-accredited journals or local journals with ISBNs. Indonesian scholars continue to produce publications that discuss the phenomena of communication technology, but the theories that they use remain concentrated in each sub-discipline. Thus, the published journals have not shown any theory convergence. The awareness of journal managers and reviewers to consider technological phenomena and use theoretical convergence is also a challenge in managing the publication of communication research results in Indonesia.

The estuary of communication theory studies at the higher education level in Indonesia, either at the undergraduate, master's, or doctoral levels, is generally in the form of a student research project. Students are required to research to meet the requirements for achieving the academic degree. At the undergraduate level, students are required to write an undergraduate thesis. Meanwhile, master candidates are required to write a thesis, and doctoral candidates are required to write a dissertation. Because the understanding of communication theory has not led to convergence, in conducting their research, students tend to choose communication phenomena where the use of technology occurs. However, their analytical approach still separates interpersonal communication and mass media. Walther (2017) argued that forms of mass and interpersonal communication occur in new media settings, but their fundamental functions and operations still contribute to the previously separated phenomenon of interpersonal versus mass communication. Research from Aunul, Sofia, and Handayani Fitrie (2022), for example, observes how students accept online learning systems during the pandemic. She used the Uncertainty Reduction Theory from Berger (1981), which is principally a theory of interpersonal communication in conditions where someone builds the first relationship encounter with strangers. This theory shows how individuals reduce the uncertainty of having to deal with strangers. The methods used were passive, active, and interactive. The use of new learning media such as

zoom and google meeting should result in research that shows the special characteristics of interactive media. However, the results of the published research are a complete depiction of interpersonal communication without a description of mass communication from the use of communication technology. The significant characteristics that should appear as a form of convergence between mass communication and interpersonal are neglected. The analytical model that often appears in this kind of student work, both as a graduation requirement and as a publication, indicates the limited understanding of theory and research that intersects with the development of communication technology.

The Convergence of Mass Communication and Interpersonal: A made Offer

Using a historical perspective, it can be seen that communication theories were developed in line with their times, adapting to phenomena in the era when the theory was compiled. The intersection between mass communication and interpersonal has been seen in the research of Lazarsfeld, Paul, and Katz (1956) Personal Influence: The Part Played by People in the Flow of Mass Communication. Media effects are formed no longer directly, but gradually through interpersonal communication. However, according to Walther (2017), the approach to interpersonal communication is different from what is taken by most contemporary interpersonal communication theorists. The process at that time was associated with the interpersonal relationship between opinion leaders and their audience as a psychological and sociological influence.

From the communication scientists' point of view, the development of communication technology, especially with the inclusion of the internet, the web, and social media platforms, has created a contradiction with the pre-existing sub-disciplines (Cathcart & Gumpert, 1983); (Hawkins RP, Wiemann JM, 1988), (Kathleen K Readon, 1988), (Flanagin, 2017), (Walther, 2017), (French & Bazarova, 2017), (High, 2019a). Through their research, these scientists conclude that new communication technologies challenge the categorization of mass and interpersonal communication. Thus, a new epistemological approach to communication theory and research is needed.

The inclusion of communication technology in research has led to shifts in message control, audience scale, source, receiver, and temporal ambiguity that cannot be fully explained by mass and interpersonal communication perspectives separately (Flanagin, 2017). If there is a separation in the traditional theory grouping, communicators in mass and interpersonal communication can exercise and maintain control over the content, form, and presentation of messages. However, in new technologies, communicators will often be subject to explicit and implicit augmented, elaborated, and framed messages. The scale of the audience is also shifting to be wider, which sometimes is unimaginable by previous communicators. This results in a potentially problematic self-presentation because communicators must not only satisfy diverse people as their message recipients, but they also have to coexist with information generated and controlled by others, which may be inconsistent with their self-constructed and managed online identities (Ramirez, 2001). 2009); (Rui, J & Stefano, 2013). The source of information can be obscured, either by intentional obfuscation or through the information transfer process that obscures the source. This came to be known as the concept of disinformation and misinformation.

The role of new communication technologies, which brings together processes that were previously separated in the domains of mass and interpersonal communication, requires us to recognize the important processes that exist in the two sub-disciplines. Some of these processes now occur, manifest, emerge, interact together, and influence each other in certain settings. This is what Walther (2017) calls understanding meta constructs. The meta constructs that are manifested in the process of mass and interpersonal communication are

in line with what was revealed by Flanagin (2017). However, the meta constructs referred to by Walther are more specific, including distribution capacity, message persistence, audience, channels and cues, relationships, temporality, interactivity and mutual influence, message characteristics, and social goals.

In addition to trying to analyze various communication phenomena that highlight the importance of the two sub-disciplines convergence, McMahan (2004) also seeks to review 3 papers that explain the role of technology in the process of mass and interpersonal communication, as well as the two sub-disciplines. The results show that among others; 1) there is significant evidence showing that the sub-discipline division arises from the structure of each sub-discipline that hinders them from progressing, 2) Mass Communication and Interpersonal Communication exist in everyday life and are completely interchangeable, 3) Identity is actively built through the integration of Mass Communication and Interpersonal Communication, and 4) Reality and Knowledge of the World System are created and maintained symbolically through Mass and Interpersonal Communication.

From the various observations and developments in new communication technology, communication scientists voice the convergence of mass and interpersonal communication theory. Walther & Valke Wenburg (2017) proposed a Conceptualization of the convergence of the two sub-disciplines by classifying them into four different types, namely (a) Approval, that mass communication, and interpersonal processes usually occur simultaneously and exist in the form of new electronic media; (b) Integration, that there is a blending process between mass and interpersonal communication channels; (c) Transformation, that communication technology can disrupt and change the process of creating, exchanging, and receiving messages in mass and interpersonal communication, and (d) Evolution, that the need for communicators in mass and interpersonal communication encourage them to adapt to technology.

Awareness of the Convergence of Mass and Interpersonal Communication in Indonesia: Seizing the Opportunity.

What can be done to build awareness of the role of technology in communication theory and research? EM Rogers (1999) provides several suggestions including 1) Teaching undergraduate and postgraduate programs in an integrated manner, utilizing theory and research on mass and interpersonal communication, 2) Reading and submitting articles to communication journals that represent quality research and theory that acknowledge the convergence of interpersonal communication or mass communication and, 3) Conducting research in collaboration with colleagues and other scientists in other sub-disciplines.

The Efforts to build awareness of mass and interpersonal communication convergence in theory and research can start from the most basic issue, namely the theory learning system. Lecturers can start teaching theories that lead to convergence between mass and interpersonal communication. Lecturers' handbooks in the teaching process can be directed to books that already unite mass and interpersonal communication. An example of a book that has led to convergence is Mediated Interpersonal Communication by Konijn et al (2008). It discusses interpersonal communication that integrates the use of mass media. Konijn argued that the new communication technology is changing interpersonal interactions. This directly forms the basis of theory and methodology for research and study problems in various topics. If textbooks are still limited, lecturers can look for various teaching sources through journals, either nationally accredited or internationally. Authors of Communication Theory books from Communication higher education in Indonesia can also start making convergence books between mass and interpersonal communication that can be used as references by the students.

Another issue that needs to be addressed is the use of media technology to deliver learning materials such as YouTube. By using video media through the internet, learning materials that include the theme of mass and interpersonal communication convergence can be delivered to a wider audience. Student assignments in communication theory courses can also be directed to creating videos with various interesting themes regarding the phenomenon of mass and interpersonal communication convergence to be uploaded on YouTube.

Regarding research in communication study, when mentoring students in conducting their undergraduate thesis, thesis, and dissertation research, lecturers can emphasize using the updated and relevant theories and methodology. When students take communication phenomena related to communication technology, lecturers can guide them to use mass and interpersonal communication theory convergence. Likewise, lecturers can integrate mass and interpersonal communication in their research when conducting research personally or institutionally. Thus, the research can result in something 'extraordinary' compared to the old thinking that separates these levels of communication.

Publication of research results in the form of scientific articles in national and international journals is also a major concern. When articles on various research topics that reflect the convergence of mass and interpersonal communication are published in journals, they will add to the repertoire of Communication Studies in Indonesia. Meanwhile, journal managers can pay more attention to the selection of incoming manuscripts. Publishers can prioritize theory convergence when the phenomena written in journal manuscripts are related to the development of communication technology.

The final step that can be taken to build awareness of Mass and Interpersonal communication theory convergence is through scientific conferences and events. When holding national and international scientific meetings or conferences, organizers can make the convergence of mass and interpersonal communication the main topic or sub-topic of the event.

Conclusion

Building awareness to advance the development of communication theory and research through understanding mass and interpersonal communication theory convergence is not easy. It takes continuous effort at an undetermined time. As Readon and Rogers suggested, the understanding of convergence is not a compulsion, but rather a "time for the sub-disciplinary boundaries to become much more permeable". This is the perfect time to break through the boundaries between the two sub-disciplines that have become so much easier to penetrate. In Indonesia today, the sub-disciplines of Mass Communication and Interpersonal are still seen as separate disciplines. This creates a distorted theory of communication which poses a threat to the positive development of communication science. A healthy amount of tolerance for ambiguity is required. Hopefully, this article will bring benefits. Greeting to ASPIKOM.

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