Effective Communication Strategies of Teachers in Building Character and Student Self-Confidence: Literature Study

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Abstract

Effective communication is a crucial element in supporting the development of character and self-confidence in students, both of which are essential for achieving educational success. This study aims to identify and explore effective teacher communication strategies through a comprehensive literature review. The research analyzes previous studies and findings related to best practices, challenges, and solutions in implementing teacher communication in educational settings.The results of the analysis reveal that several strategies play a pivotal role in building students' character and self-confidence. These include the use of positive language to foster a sense of encouragement, providing constructive feedback to guide improvement, and modeling exemplary behavior by teachers to inspire students. Furthermore, giving students opportunities to practice public speaking and creating a supportive and inclusive learning environment significantly contribute to enhancing their confidence and character development. Despite these strategies, the study also identifies challenges that educators often face. These include the diverse backgrounds of students, which can create barriers in understanding and communication, and time constraints that limit the ability to implement personalized communication approaches. Addressing these challenges requires teachers to adopt adaptive and flexible strategies tailored to the unique needs of their students. This study highlights the importance of effective communication as a cornerstone for holistic student development. It emphasizes that communication is not merely a tool for instruction but also a means to shape students' values, attitudes, and self-perceptions. The findings underline the need for targeted teacher training programs to equip educators with the skills necessary to optimize communication in the classroom. By fostering effective communication, educators can create a more engaging, inclusive, and supportive learning environment that promotes both academic and personal growth for students.

Keywords: Effective communication, character building, student self-confidence, teacher strategies.

1. Introduction

Education focuses not only on the intellectual development of students but also on shaping their character and self-confidence (Dinda, 2024). Character formation plays a crucial role in creating individuals with strong moral values, ethical behavior, and the ability to adapt to social environments. At the same time, self-confidence equips students to face academic and social challenges with a positive attitude, helping them grow into resilient and competent individuals. Teachers, as the primary facilitators of education, hold a strategic role in supporting this dual development through effective communication.

Effective communication serves as the cornerstone of the relationship between teachers and students. In educational contexts, communication goes beyond merely delivering learning materials. It also functions as a vital tool to establish positive emotional connections with students. Teachers who can communicate in a clear, empathetic, and supportive manner create an environment where students feel valued and understood. This, in turn, strengthens students' self-confidence and facilitates sustainable character development (Sabrifha & Darmawati, 2022).

The urgency of addressing effective teacher-student communication lies in the increasing diversity of modern classrooms. Differences in cultural backgrounds, social conditions, and student abilities often pose significant challenges to effective communication. These differences can hinder mutual understanding between teachers and students, potentially affecting students' academic and personal growth. For example, students from marginalized backgrounds may feel alienated if teachers fail to acknowledge their unique circumstances, leading to a lack of self-confidence and engagement.

Moreover, teachers often face practical obstacles, such as managing large class sizes, limited time for personalized interactions, and varying levels of student preparedness. These challenges underscore the need for adaptive and flexible communication strategies that cater to the individual needs of students. Teachers must recognize that each student possesses unique strengths and weaknesses, requiring tailored approaches to communication that foster inclusivity and personal growth (van Geel et al., 2023).

Self-confidence in students is closely tied to their perception of teacher support. When students feel supported and encouraged by their teachers, they are more likely to take risks, explore new opportunities, and approach failure with optimism. Teacher communication that emphasizes motivation and encouragement plays a vital role in this process. For instance, teachers who celebrate students' efforts, provide constructive feedback, and frame mistakes as learning opportunities help students build resilience and self-assurance. This approach not only enhances students' self-confidence but also nurtures a growth mindset, enabling them to tackle future challenges with determination.

In addition to verbal communication, teachers' actions and behaviors significantly influence character formation. Teachers serve as role models for students, with their attitudes and interactions often shaping students' perceptions of moral values. For example, teachers who demonstrate consistency, fairness, and ethical behavior provide students with a practical framework for understanding and internalizing these values. By embodying the principles they wish to instill, teachers can leave a lasting impact on students' character development.

Despite its importance, effective communication is not always easy to implement. Teachers frequently face systemic and situational barriers that hinder their ability to communicate effectively. Time constraints, for example, limit the depth and frequency of teacher-student interactions, especially in overcrowded classrooms. Additionally, teachers may struggle to balance the need for individualized attention with the demands of covering extensive curricula. These limitations can reduce opportunities for meaningful communication, potentially compromising students' character and confidence development.

The urgency of addressing these issues is heightened by the long-term consequences of inadequate communication. Students who lack self-confidence or fail to develop strong character traits may struggle to navigate academic, social, and professional environments. This underscores the need for educational systems to prioritize communication training for teachers, equipping them with the skills and strategies necessary to overcome these challenges.

This study aims to identify effective communication strategies employed by teachers to support the formation of students' character and self-confidence. By adopting a literature review approach, the study analyzes various findings from previous research on best practices in teacher-student communication. These include strategies such as using positive language, providing constructive feedback, modeling ethical behavior, offering opportunities for public speaking, and creating supportive learning environments. Additionally, the study explores the challenges teachers face in implementing these strategies and offers recommendations for addressing them.

The findings of this study are expected to provide valuable insights for educators, policymakers, and stakeholders in the education sector. By highlighting the critical role of communication in holistic student development, the study emphasizes the need for targeted interventions and training programs. Effective communication is not merely an instructional tool; it is a transformative mechanism that shapes students' identities, fosters resilience, and prepares them for the complexities of life.

In conclusion, addressing the challenges of effective teacher-student communication is an urgent and necessary step toward ensuring educational success. By equipping teachers with adaptive strategies and fostering supportive classroom environments, educational institutions can enhance the development of students' character and self-confidence, ultimately contributing to their overall growth and success.

2. Literature Review

2.1. Basic Concepts

Effective communication is a well-planned and executed exchange of thoughts or information, resulting in a shared understanding between the sender and the receiver. It improves workplace culture, builds relationships, and increases job effectiveness through active listening (Hofmeister, 2024).

Effective communication is the foundation of successful interactions, involving both verbal and nonverbal techniques. It plays a vital role in conveying messages, building relationships, and ensuring mutual understanding in both personal and professional settings (Addimando, 2024).

The term communication refers to the "transfer of meaning" and relies on the essential aspects that make a message understandable. The popular communication process describes the intended message that is passed between the sender and the receiver. Miscommunication is the root of all stress. Another important aspect of effective communication is the ability to say without feeling guilty (Romas & Sharma, 2022).

The results of a study conducted by Rahimi (2019) revealed that there are three main factors that influence high school students' self-confidence. Such as, students' feelings of pressure in class when they make mistakes, fear of making mistakes that others in class might notice. And other people's excessive attention to them about what they say or do. In addition, recent research has found that there are three contributing factors that can increase high school students' self-confidence. Such as teacher humor while teaching, students' pride in their activities in class, and students' encouragement and support from the teacher.

While teacher factors significantly influence self-confidence, other elements such as family background, peer relationships, and individual experiences also play an important role in shaping student achievement and behavior. A holistic approach is essential to fostering self-confidence in students. Teachers can foster self-confidence through positive reinforcement and motivational messages, emphasizing the importance of a supportive classroom environment (Jovanović, 2022).

2.2. Teacher Communication Strategy

In Rahmi and Erlinda's research (2014). The use of positive language by teachers significantly impacts the formation of character and self-confidence of students. By modeling appropriate behavior and integrating character education into English language teaching, teachers foster a supportive environment that encourages students to develop proper manners and self-confidence. The influence of teachers on character formation in their students in Andini's research (2022) Identifies several character values instilled in students, including religious, disciplined. All of this can be achieved through various factors, namely through school culture with habituation activities, through extracurricular activities, through class habituation, and teacher habituation activities in opening and closing lessons.

In another study Dafit (2024) highlighted that teachers play an important role in maintaining EFL learners' self-confidence by acting as motivators, providing feedback, and facilitating communication, which positively influences character formation and increases students' confidence in themselves.

Strategies implemented by teachers include providing words of encouragement, praise, appreciation in the form of applause and gifts, recognition of student efforts, and creating a safe and supportive learning space. Teachers also implement seating rotation and give special responsibilities to students with low self-confidence. Obstacles faced by teachers in increasing student self-confidence include lack of knowledge about how to increase self-confidence, students' unwillingness to cooperate, and difficulties in communicating with students who have low self-confidence (Andini, 2023).

2.2.1. Positive Communication and Giving Appreciation

Positive language, especially from mothers, significantly influences children's character development. Although the focus is on mothers, these principles also apply to teachers, as positive communication fosters a supportive environment that improves children's self-confidence and behavior Rosyada and Retnomurti (2017).

Hussain et al., (2013) in their analysis, positive teacher-student relationships increase student self-confidence and foster mutual respect. Although not specifically discussing language use, overall positive interactions contribute significantly to character building and the development of student confidence.

2.2.2. Providing Opportunities to Speak in Public

In Kuntoro et al., (2022) training, public speaking can increase students' self-confidence and communication skills, especially during classroom learning. It fosters courage by encouraging students to express themselves in front of peers, which ultimately leads to increased participation and engagement in discussions and presentations.

Public speaking training effectively reduces communication fears and increases self-confidence by providing opportunities for active experimentation, where students practice their skills in a safe environment, leading to improved performance and greater confidence in their public speaking abilities (Kho & Ting, 2023).

2.2.3. Providing Constructive Feedback

Feedback is a powerful tool for improvement, emphasizing student insight and development. Effective feedback practices foster a supportive environment, allowing learners to understand and learn from their mistakes without humiliation, thereby enhancing their overall learning experience (Carless, 2022).

Feedback should be delivered in a constructive and non-judgmental manner, allowing students to learn from their mistakes without feeling humiliated. Encouraging and fair feedback promotes reflection and motivates students towards self-improvement, facilitating a successful learning journey (Cohen & Singh, 2020).

2.3. The Role of Teachers in Character Building and Self-Confidence

Teachers play a vital role in character and self-confidence building by acting as motivators, providing constructive feedback, facilitating communication, and offering important information, which collectively nurture EFL learners' self-confidence and belief in their abilities throughout the learning process (Dafit, 2024).

In addition to family factors, teachers serve as role models, facilitators, and mentors in character building, increasing self-confidence through project-based learning and technology. Their active involvement and innovative strategies significantly improve students' understanding, motivation, and social-emotional skills in the learning process (Ernawati, 2023).

3. Methodology

This study employs a qualitative literature review method to analyze and synthesize existing research on the role of teachers in building student character and self-confidence through effective communication strategies. Relevant literature was sourced from peer-reviewed journal articles, conference proceedings, and academic books. Focusing on themes such as teacher-student interactions, communication techniques, character education, and confidence-building in educational settings. Data collection involved searching reputable academic databases such as Google Scholar, Scopus, and arXiv using keywords such as "effective communication," "character building," "self-confidence," and "teacher strategies." The selected studies were reviewed and analyzed to identify common themes, best practices, and challenges, providing a comprehensive understanding of the topic.

4. Results and Discussion

Based on the literature observation conducted, several effective communication strategies were found that teachers can use in shaping students' character and self-confidence. The research results are organized into several subtopics to provide a more structured discussion.

4.1. Use of Positive Language in Shaping Character

One of the main strategies identified is the use of positive language by teachers. Rahmi and Erlinda's (2014) research shows that the use of constructive language, such as giving appreciation for students' efforts, has a significant impact on shaping students' character. Teachers who use words of praise such as "Your efforts are great today!" or "I know you've tried hard" are able to encourage students to have a more confident and optimistic attitude.

In addition, the use of positive language helps reduce students' psychological stress, especially when they face mistakes or failures. For example, instead of giving direct criticism, teachers can use a more constructive approach such as, "We're close to the right answer. Let's try again with a different approach." This strategy gives students a sense of security and encouragement to keep trying without fear of failure.

4.2. Creating a Supportive Learning Environment

A safe and supportive learning environment is essential to fostering character building and student confidence. Dafit's (2024) research shows that teachers who create an inclusive and fear-free classroom are able to help students develop more optimally. For example, teachers can arrange seating in rotation to ensure that all students feel cared for, and give assignments that are relevant to students' interests to increase their engagement.

In addition, recognition of students' small achievements, such as giving appreciation in the form of praise, applause, or small gifts, is also effective in increasing their motivation. This strategy conveys the message that every effort made by students has value and deserves to be appreciated.

4.3. Challenges in Implementing Communication Strategies

Although effective communication strategies have proven successful, teachers often face various challenges in implementing them. Some of the identified barriers include:
1. Student Background Differences: Students with different cultural and social backgrounds require a tailored communication approach, which is sometimes difficult to do in limited time.
2. Large Number of Students: In classes with a large number of students, it is difficult for teachers to provide enough individual attention to each student.
3. Lack of Teacher Knowledge of Communication Strategies: Not all teachers have adequate training or knowledge on how to communicate effectively, especially with students who have low self-confidence.

5. Conclussion

Effective teacher communication is a crucial factor in shaping students' character and self-confidence, serving as a foundation for their academic and personal development. The findings of this study reveal that the use of positive language, such as constructive feedback and motivational expressions, plays a significant role in fostering an optimistic mindset and reducing psychological stress in students, especially when facing challenges or failures. For example, phrases like "Your efforts are great today!" or "Let's try a different approach to solve this problem" not only motivate students but also create a safe space for learning and growth. Additionally, the creation of a supportive learning environment, characterized by inclusivity and recognition of students' achievements, further strengthens their self-confidence. Strategies such as rotating seating arrangements, assigning tasks that align with students' interests, and acknowledging even small accomplishments—through verbal praise, applause, or tangible rewards—send a clear

message that every effort matters and is appreciated. However, despite the effectiveness of these strategies, teachers often face significant challenges in their implementation. Differences in students' cultural and social backgrounds necessitate tailored communication approaches, which can be difficult to execute in time-constrained classroom settings. Moreover, large class sizes limit teachers' ability to provide individualized attention, while the lack of adequate training on effective communication techniques hampers their capacity to address the specific needs of students, particularly those with low self-confidence. To address these barriers, it is essential to provide targeted training programs that equip teachers with adaptive communication skills and strategies to manage diverse classrooms effectively. Schools must also consider reducing teacher-to-student ratios and fostering an inclusive culture to enhance the overall impact of teacher communication. In conclusion, the role of teacher communication extends beyond delivering instructional content—it is a transformative tool that nurtures students' character and confidence, laying the groundwork for their long-term success.

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