

# Interpersonal Communication between Teachers and Students in Building Self-Confidence at the Izzatul Islam Bogor Foundation

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## Abstract

### Keywords:

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Self-confidence.

Students still lack confidence in communicating and demonstrating their abilities. This can occur because communication between teachers and students is not yet optimal. Therefore, interpersonal communication is crucial for building student self-confidence. This study aims to analyze interpersonal communication between teachers and students in increasing self-confidence at the Izzatul Islam Foundation. The background of this study arose because there was a problem of students having difficulty building self-confidence when adapting to a new place, so that it requires the role of teachers in building it. This study used a qualitative phenomenological method through observation, interviews and documentation. The results of this study showed that interpersonal communication carried out by teachers was interactive and supportive. Through a personal approach with attention and motivation given by teachers so that students are more comfortable, open and confident. Students also showed openness that became more confident in adapting to their environment. This study contributes to the development of interpersonal communication in Islamic education, especially in increasing students' self-confidence through effective, open, and supportive communication relationships, and serves as a reference for further research related to interpersonal communication and students' self-confidence.

### Abstrak

Santri masih kurang percaya diri dalam berkomunikasi dan menunjukkan kemampuan diri. Hal ini dapat terjadi karena komunikasi guru dan santri belum berjalan optimal. Karena itu, komunikasi interpersonal penting untuk membangun kepercayaan diri santri. Penelitian ini bertujuan untuk menganalisis komunikasi interpersonal antar guru dan santri dalam meningkatkan kepercayaan diri di Yayasan Izzatul Islam. Latar belakang penelitian ini muncul karena ada permasalahan sulitnya santri membangun kepercayaan diri saat adaptasi tempat baru sehingga membutuhkan peran guru dalam membangunnya. Penelitian ini menggunakan metode kualitatif fenomenologis melalui observasi, wawancara dan dokumentasi. Hasil dari penelitian ini bahwa komunikasi interpersonal yang dilakukan oleh guru bersifat interaktif dan suportif. Melalui pendekatan personal dengan perhatian dan motivasi yang diberikan oleh guru agar santri lebih nyaman, terbuka dan percaya diri. Santri juga menunjukkan keterbukaan yang menjadi lebih percaya diri pada adaptasi lingkungannya. Penelitian ini memberikan kontribusi dalam pengembangan komunikasi interpersonal dalam pendidikan Islam, khususnya dalam meningkatkan kepercayaan diri santri melalui hubungan komunikasi yang efektif, terbuka, dan suportif, serta menjadi referensi bagi penelitian selanjutnya yang berkaitan dengan komunikasi interpersonal dan kepercayaan diri santri.

### Kata kunci:

Komunikasi interpersonal;  
Guru dan santri;  
Kepercayaan diri.

## INTRODUCTION

Communication plays a crucial role in human interactions in daily life, especially within the smallest context. Feedback is essential in communication to achieve the intended purpose. Communication is the sending and receiving of messages or information between two or more people so that the intended message can be understood. The term "communication" comes from the Latin word "communicare," which indicates an exchange or interaction. In a broader context, communication is the process of sharing meaning in the form of messages containing ideas, thoughts, or experiences that are carried out because they have meaning and can be understood together. (Muhtar & Akbar, 2025).

The reality of life today is that communication has become a vital part of everyday life. This further confirms the constant need for human interaction with others. Human-to-human interaction is proof that everyone needs help from others, and it can be said that humans naturally need to communicate from infancy until the end of their lives. Therefore, to illustrate this empirically, there is no life without communication, as the meaning of life is actually relationships with others. One type of communication that frequently occurs in human life is interpersonal communication. Its high frequency makes it no wonder that many people consider it easy (Suranto, 2011).

Interpersonal communication is the process of conveying information, thoughts, and attitudes between two or more people, alternating messages between the communicator and the recipient, with the goal of achieving mutual understanding regarding the issue being discussed, ultimately leading to desired behavioral changes. Effective interpersonal communication is communication that achieves the desired goals of the recipient. And when coupled with effective communication skills, a person gains essential capital for achieving success (Purwanti et al., 2022).

Interpersonal communication can also be used by preachers as an effective da'wah strategy. Interpersonal communication skills significantly support the success of da'wah activities. The history of the Prophet Muhammad's da'wah can serve as a reference for preachers in carrying out da'wah. To convey a message to others, easy-to-understand language and speech are required. Therefore, it is better to use simple words, especially when delivering a message of da'wah (Islamic preaching). (Sakdiah H, 2016). Communication in Islam is considered an effort to build a vertical relationship with Allah SWT (Hablumminallah) and a horizontal relationship with other humans (Hablumminanas). (Marwah, 2021). Interpersonal relationships can indirectly influence human behavior, especially among students (santri) who are building self-confidence.

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A santri is a child educated in an Islamic religious educational institution or Islamic boarding school (Pondok Pesantren), with a boarding system where students are provided with religious education through religious study or madrasah (Islamic study groups) entirely under the leadership of a kyai (Islamic teacher). (Cipta, 2023). Cultivating self-confidence in students is crucial because communication is unavoidable and, in fact, inevitable, humans must constantly deal with many people in everyday life. (Aulia et al., 2024). Self-confidence is an attitude or belief in one's own abilities. This allows a person to act without worry, freely follow his own desires and be responsible for his actions, be polite in interactions with others, have the motivation to achieve success, and recognize his own strengths and weaknesses. Lauster describes a self-confident person as someone who has the following characteristics: selflessness (tolerance), does not need encouragement from others, optimism, and cheerfulness. (Tanjung & Amelia, 2017).

The Izzatul Islam Foundation in Bogor provides a place for students to learn, offering both formal and informal education, with a background in the Flores region of East Nusa Tenggara. The students themselves are brought one by one from East Nusa Tenggara to Bogor to continue their formal and informal education. Students and teachers at the Izzatul Islam Foundation come not only from Flores, East Nusa Tenggara, but also from the surrounding community. These cultural differences present challenges in the learning process between teachers and students from Flores, East Nusa Tenggara. Various obstacles arise, including differences in language, customs, and physical characteristics such as skin color, which affect students' self-confidence. These factors cause difficulties in socializing, hinder interaction and communication, and impact the optimal development of their potential.

Communication plays a crucial role in human life, especially in everyday interactions, especially in the smallest contexts. Feedback is essential in communication to achieve the intended goals. Communication is the sending and receiving of messages or information between two or more people so that the intended message can be understood. The term "communication" comes from the Latin word "communicare," which indicates an exchange or interaction. In a broader context, communication is the process of sharing meaning in the form of messages containing ideas, thoughts, or experiences, carried out because they have meaning and can be understood together. (Muhtar & Akbar, 2025).

A fact of life today, communication has become an essential part of everyday life. This further confirms that humans constantly need interaction with others. Human-to-human interaction is proof that everyone needs help from others, and it can be said that humans naturally need to communicate from infancy until the end of their lives. Therefore, to illustrate this,

empirically, there is no life without communication, as the meaning of life is actually relationships with others. And one type of communication that occurs frequently in human life is interpersonal communication. Its high frequency is not surprising, so many people consider it easy (Suranto, 2011).

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Fitria's (2024) research is relevant because it discusses teachers' interpersonal communication strategies in building students' self-confidence through openness, empathy, support, positive attitudes, and equality. (Fitria, A. M, 2024) Fariza's (2018) research is also relevant because it shows that teachers' interpersonal communication can build students' self-confidence through a personal approach, motivation, and the teacher's role as a learning partner. (Fariza, N., 2018) Furthermore, Suranto's (2023) research is related to the context of Islamic boarding schools because it explains that interpersonal communication between ustadz and students plays a role in character formation through aspects of trust and openness. (Suranto, E. D., 2023) These three studies show that interpersonal communication not only functions as a process of conveying messages, but also as a means of psychological, social, and religious development of students. Thus, research on interpersonal communication between teachers and students at the Izzatul Islam Foundation in Bogor has academic relevance because it places communication as an important factor in building students' self-confidence. A santri is a child educated in an Islamic religious educational institution or Islamic Boarding School, with a boarding system in which the santri are

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given religious education through religious studies or madrasahs that are entirely under the leadership of a kyai. (Cipta, 2023). Cultivating self-confidence in santri is very important because communication in humans is unavoidable and it cannot be denied that humans must always deal with many people in everyday life. (Aulia et al., 2024). Self-confidence is an attitude or belief in one's own abilities. This allows a person to act without worry, freely follow their own desires and be responsible for their actions, be polite in interactions with others, have the motivation to achieve success, and recognize their own strengths and weaknesses. Lauster describes a self-confident person as someone who has the following characteristics: selflessness (tolerance), does not need encouragement from others, optimism, and cheerfulness. (Tanjung & Amelia, 2017).

The Izzatul Islam Foundation in Bogor provides shelter and learning for students from Flores, East Nusa Tenggara, offering both formal and informal education. The students are brought to Bogor from East Nusa Tenggara to continue their formal and informal education. Students and teachers at the Izzatul Islam Foundation come not only from Flores, East Nusa Tenggara, but also from the surrounding community. These cultural differences present challenges in the learning process for both teachers and students from Flores, East Nusa Tenggara. Various obstacles arise, including differences in language, customs, and physical characteristics such as skin color, which affect students' self-confidence. These factors cause students to experience difficulties in socializing, obstacles in interacting and communicating, and impact the optimal development of their potential.

### **RESEARCH METHODS**

This research employed a qualitative method with a phenomenological approach. The qualitative approach was chosen because it aimed to understand the subjective experiences of students and teachers in the interpersonal communication process, particularly as it relates to efforts to build students' self-confidence at the Izzatul Islam Foundation. The qualitative approach was used to explore in depth how interpersonal communication between teachers and students occurs and how this process influences students' self-confidence. This approach was deemed relevant because self-confidence is a psychological aspect formed through social interactions, experiences, and personal meanings, and therefore cannot be measured solely through quantitative data.

The research method used in the study "Interpersonal Communication between Teachers and Students in Building Self-Confidence at the Izzatul Islam Foundation in Bogor" was a descriptive qualitative method to understand the communication process in depth.

Data collection was conducted through observations of teacher-student interactions, interviews with teachers, students, and foundation administrators, and documentation of student learning and development activities. (Sugiyono, 2022) Data analysis was conducted through the stages of data condensation, data presentation, and conclusion drawing to systematically organize the field data. The analytical tool used is Joseph A. DeVito's interpersonal communication theory, specifically the aspects of openness, empathy, supportiveness, positivity, and equality. Through this theory, this study examines how teacher-student communication plays a role in building students' self-confidence at the Izzatul Islam Foundation in Bogor. (Miles, Huberman, and Saldaña, 2021)

## **RESULTS AND DISCUSSION**

### **Definition of Interpersonal Communication**

#### 1. Communication

Communication comes from the Latin word "communicatio," which is derived from the word "communis," meaning "same." The word "same" refers to the word for meaning. Therefore, in this sense, communication is the process of sharing meaning in the form of messages between communicators who share a common understanding of the subject being communicated. (Dwi Ismawati, 2024). Communication is the process of conveying messages from one individual to another to achieve shared meaning. According to Deddy Mulyana, communication is the process of sharing meaning through verbal and nonverbal behaviors involving the sender and receiver of messages (Mulyana, 2017).

#### 2. Interpersonal

Interpersonal refers to the relationships between individuals in social life. Interpersonal relationships describe the connection or interpersonal relationship that forms when two people communicate and build social relationships. These relationships can occur in family, work, neighborhood, and educational settings. Interpersonal communication is a complex process of exchanging meaning between individuals involved in communication, where they receive, interpret, and respond to messages conveyed through words, body language, and facial expressions (Rahmawati, 2019).

#### 3. Interpersonal Communication

Interpersonal communication is communication that occurs directly between two or more individuals in a reciprocal relationship. According to Joseph A. DeVito, effective interpersonal communication is characterized by openness, empathy, support, positivity, and equality. In learning, interpersonal communication between teachers and students plays a role in creating a comfortable atmosphere, allowing students to interact more confidently and confidently.

Interpersonal communication is communication that occurs directly between two or more people, or face-to-face, so that what is conveyed by the recipient can be received and responded to immediately (Hardjana, 2003). Interpersonal communication often occurs in face-to-face interactions. Face-to-face interactions allow two or more people to communicate, both verbally and nonverbally, through words and body language. Interpersonal communication is also personal. However, this doesn't mean that interpersonal communication always involves personal topics or only occurs in close relationships (Suwatno & Arviana, 2023).

### **Communication between Teachers and Students**

Communication between teachers and students is a crucial element in the learning process. Through communication, teachers not only deliver lesson material but also build relationships with students and create a comfortable learning environment. Communication in this context includes conveying messages verbally and nonverbally, with the aim of ensuring students understand the material and feel engaged in the learning process. Good communication can make the teaching and learning process more effective and meaningful (Ramadhani et al., 2025).

During learning activities, communication between teachers and students is two-way. This means that not only does the teacher actively deliver the material, but students are also given the opportunity to respond, ask questions, and express their opinions. This type of interaction is crucial because it helps students better understand the lesson and fosters courage in communicating. Furthermore, open and clear communication can also strengthen the relationship between teacher and students, creating a more conducive learning environment (Dhesiyanti & Wibowo, 2025).

### **Communication in the Perspective of the Qur'an**

The Quran also mentions communication as a natural part of human nature. To understand how humans should communicate, the Quran provides key concepts related to it. Al-Syaukani, in Rahmat, for example, defines the keyword *al-bayan* as the ability to communicate. Furthermore, the keyword used in the Quran for communication is *al-qaul*. From this *al-qaul*, Jalaluddin Rakhmat elaborates the principle of *qaulan sadidan*, namely the ability to speak the truth or communicate well. Through communication, humans express themselves, form social interaction networks, and develop their personalities. Communication experts agree with psychologists that communication failures have fatal consequences, both individually and socially. Socially, communication failures can hinder mutual understanding, cooperation, tolerance, and hinder the implementation of social norms (Marwah, 2021).

By using the Quran as a source of guidance for life, we can understand how Islam teaches its followers to communicate honestly, compassionately, and with mutual respect. Furthermore, understanding communication from a Quranic perspective can also help resolve various social conflicts and develop better communication skills in various life settings (Anam & Kusumawati, 2023).

### **Confidence**

Self-confidence is a person's belief in their ability to display certain behaviors or achieve specific goals. According to Lauster (1978), self-confidence can be acquired through life experiences and instilled through education, and it is related to the ability to perform well. According to Bandura (1977), self-confidence is a person's belief in their ability to behave as required to achieve desired results (Fabiani & Krisnani, 2020).

Building students' self-confidence is crucial because strong self-confidence is essential for their personal and academic development. Self-confidence is a positive belief derived from an awareness of one's own abilities and worth. Without adequate self-confidence, students may struggle to overcome challenges, take initiative, and reach their full potential. Therefore, it is crucial for educators and educational institutions to understand the background of self-confidence development so that appropriate strategies can be designed to strengthen students' self-confidence (Rahayu, 2023). Self-confidence is a person's belief in their ability to display certain behaviors or achieve specific goals. According to Lauster (1978), self-confidence can be acquired through life experiences and instilled through education, and it is related to the ability to perform well. According to Bandura (1977), self-confidence is a person's belief in their ability to behave as required to achieve desired results (Fabiani & Krisnani, 2020).

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### **RESEARCH RESULT**

This study aims to analyze interpersonal communication between teachers and students in building students' self-confidence at the Izzatul Islam Foundation. This study highlights four main focuses in depth, namely: the interpersonal communication system that occurs between

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teachers and students, the communication process in building students' self-confidence, obstacles in implementing interpersonal communication in increasing self-confidence and also finally the impact of interpersonal communication in increasing self-confidence. This study was conducted to gain a deeper understanding of the interaction patterns that exist between teachers and students. In addition, this study also attempts to describe how interpersonal communication plays a role in shaping students' self-confidence through various learning and coaching activities. Thus, the results of this study are expected to contribute to the development of effective communication strategies in supporting the development of students' self-confidence.

### 1. Interpersonal communication system in education in teaching and learning activities at the Izzatul Islam Foundation

Based on in-depth interviews conducted in this study, the informants included homeroom teachers, subject teachers, guidance counselors, and the principal. The majority of students revealed that the interpersonal communication system implemented in teaching and learning activities is active and involves direct interaction between teachers and students. This communication process is not one-way but occurs reciprocally through questions and answers, discussions, and personal approaches by teachers. The communication patterns between students and teachers at the Izzatul Islam Foundation show gradual and generally positive development. In the initial stages, some students displayed a closed attitude and only communicated as needed. This was due to the process of adapting to the new environment, which meant students were not yet fully comfortable engaging in active communication. However, over time, these communication patterns began to develop into more open and interactive ones. Students began to feel more comfortable communicating with teachers, both in and outside of class, creating closer and more relaxed relationships.

However, this communication pattern has not been fully felt by all students. Some students still perceive limitations in communication, such as a lack of openness or suboptimal opportunities to express opinions. This indicates that interpersonal communication patterns between teachers and students still need to be improved to be more effective and reach all students without exception. Informal interaction is one effective approach to building closeness between students and teachers. Teachers frequently communicate outside of class by inquiring about students' conditions, activities, and feelings, so students feel personally cared for. This encourages students to be more open in communication, more courageous in expressing their opinions, and begin to demonstrate self-confidence in interactions. However, not all students experience the same forms of interaction. Some students feel that interactions

with teachers are not yet fully optimal, particularly in terms of openness and acceptance of students' opinions. In certain circumstances, students still perceive communication barriers that prevent them from being heard or from expressing themselves freely. This indicates that the forms of interaction that occur still vary and are not entirely equal among all students.

Thus, the interaction between students and teachers at the Izzatul Islam Foundation demonstrates diverse dynamics, with some students experiencing positive and supportive interactions, while others still experience limitations in their interactions. The limited interaction felt by students generally arises from feelings of awkwardness, fear of making mistakes, or psychological distance from the teacher, which prevent students from always expressing their opinions, asking questions, or discussing personal problems. This situation results in communication between teachers and students being less than fully open, especially if the teacher is more focused on providing direction than on building a warm and supportive two-way dialogue. Therefore, interpersonal communication that emphasizes openness, empathy, support, a positive attitude, and equality is needed so that students feel more secure, valued, and confident in their interactions. Therefore, more optimal efforts are needed to create more open and equitable interactions that can increase the comfort and participation of all students in the interpersonal communication process.

## 2. The process of building students' self-confidence at the Izzatul Islam Bogor Foundation

The process of building self-confidence among students at the Izzatul Islam Foundation in Bogor takes place through continuous interaction between teachers and students in various activities, both during lessons and in daily life at the Islamic boarding school. Observations indicate that this process does not occur instantly, but rather through stages influenced by the interpersonal communication systems implemented by the teachers. In the initial stages, some students still display a lack of confidence, such as feeling awkward, lacking the courage to speak, and being inactive in interactions. However, over time, through intense and repeated communication, students begin to show changes in their attitudes and behavior.

Based on interviews with the female room mentor, the process of building self-confidence among students at the Izzatul Islam Foundation occurs gradually. Initially, most students tend to be quiet and less active in communication. This is due to their limited use of Indonesian, which is not yet commonplace in everyday communication, as students predominantly use regional languages or formal Indonesian. This situation requires time for students to adapt, both linguistically and in their new social environment.

Over time, this adaptation process begins to show positive developments. Through the teacher's approach, such as engaging students in casual conversations and gradually building communication, students begin to feel more comfortable interacting. This process encourages them to speak up, both in front of their teachers and within their social circles. This development demonstrates that students' self-confidence does not emerge instantly, but rather through a process influenced by the communication experiences they have within the Islamic boarding school environment. Furthermore, several students expressed that their increased self-confidence was inextricably linked to the support provided by their teachers during the communication process. Initially, students felt less confident speaking or expressing their opinions, primarily due to differences in background and environment. However, after receiving attention, motivation, and opportunities to express their opinions, students began to show changes in their communication behavior, becoming more open and confident.

The role of teachers in building student self-confidence at the Izzatul Islam Foundation is crucial, particularly in fostering open and supportive communication. Teachers serve not only as instructors in learning activities but also as mentors who actively pay attention to students' development, both academically and non-academically. Teachers strive to build close relationships with their students through consistent communication, both in formal and informal settings. Their approach is not rigid, but rather prioritizes relaxed and personal interactions, so that students feel valued and cared for. This fosters a sense of comfort within the students, which then encourages them to be more open in communication.

In this process, the teacher's role is quite dominant in creating communication that supports the development of student self-confidence. Teachers focus not only on delivering material but also on fostering a personal approach by providing motivation, attention, and opportunities for students to express themselves. Consistent interactions, both inside and outside the classroom, create a comfortable and relaxed atmosphere, enabling students to feel more confident in communicating. Overall, the communication fostered by teachers contributes significantly to the increased self-confidence of students within the Izzatul Islam Foundation.

### 3. Obstacles to implementing an interpersonal communication system between teachers and students in increasing self-confidence

Obstacles to implementing an interpersonal communication system between teachers and students to increase self-confidence at the Izzatul Islam Foundation in Bogor are still

encountered throughout the process. Based on observations and interviews, some students experience difficulties adapting, primarily due to differences in cultural and linguistic backgrounds, which affect their communication skills. Furthermore, some students still lack self-confidence, tend to be quiet, and are reluctant to express their opinions. Furthermore, limited time for teaching and learning activities also hinders teachers from providing equal attention to all students.

Interviews with students revealed that several communication challenges persist, particularly during the initial stages of their arrival at the Izzatul Islam Foundation. Some students experience communication difficulties due to shyness and limited understanding of the language used in everyday interactions. This makes them hesitant to express their opinions, particularly in formal situations such as classroom learning with their peers. These conditions indicate that communication barriers are influenced not only by the new environment but also by the students' ability to adapt to the language and social situations they encounter. Furthermore, communication barriers are also influenced by internal factors within the students, such as a lack of courage and confidence in expressing themselves. Although teachers have attempted to foster open communication and encourage students to actively speak up, not all students are able to respond optimally. This indicates that the interpersonal communication process still faces challenges, both external and internal to the students.

Students' responses to teachers' communication efforts vary from individual to individual. Some students are beginning to show positive responses by attempting to be more active in communication, although they are still in the adjustment phase. They are slowly gaining the courage to speak up, express their opinions, and engage in interactions, both in class and within the foundation. However, some students still demonstrate a less active response, primarily due to a lack of confidence. Despite teachers' consistent encouragement and guidance, some students still hesitate to express their opinions or engage directly in communication. This suggests that students' responses to teacher-led communication vary, but are influenced by the readiness and circumstances of each individual.

#### 4. The impact of interpersonal communication between teachers and students on increasing self-confidence at the Izzatul Islam Foundation

The impact of interpersonal communication between teachers and students on increasing self-confidence at the Izzatul Islam Foundation in Bogor is evident in changes in students' attitudes and behavior in their daily activities. Based on observations, students are beginning to demonstrate courage in speaking, are more active in participating in lessons, and

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are more open in interacting with teachers and peers. This is reinforced by interviews with students, which indicate a development in self-confidence over time. Students stated that after spending more time at the Izzatul Islam Foundation, they have begun to adapt, both in understanding language usage and in dealing with environmental differences. This adaptation process has made students more confident in communicating and expressing their opinions. These changes are inseparable from communication with teachers, who consistently provide support and foster positive interactions.

Furthermore, teachers have also observed an increase in students' self-confidence through ongoing interpersonal communication. Teachers have observed that students are now able to speak in front of large groups, express their opinions, and respond better to learning. This demonstrates that the communication fostered not only impacts academic aspects but also the development of students' overall communication skills. The teacher's efforts to create open communication and aim to encourage change within the students are considered to have gone according to expectations. Thus, the interpersonal communication that exists between teachers and students has a significant impact in increasing students' self-confidence. This impact is not only visible in learning activities, but also in the daily lives of students within the Izzatul Islam Foundation, where they become more open, active and brave in expressing themselves.

### **CONCLUSION**

The interpersonal communication system in teaching and learning activities at the Izzatul Islam Foundation is interactive, persuasive, and two-way. Teachers not only deliver material but also build relationships through a personal approach, creating closeness and comfort in interactions. The process of increasing students' self-confidence occurs gradually, from initially being passive and lacking confidence due to language limitations and the process of adapting to the environment, to becoming more courageous and open through motivation, attention, and opportunities provided by teachers to express opinions. The obstacles faced include internal factors, such as shyness, lack of confidence, and language limitations, as well as external factors such as adjusting to the new environment. Nevertheless, the established interpersonal communication has a positive impact on increasing students' self-confidence, as seen in their courage in expressing opinions, interacting more actively, and responding better to learning in both learning activities and daily life.

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