



## Teacher's Communication and Interaction Style: Efforts to Build Student Confidence in Fiqh Learning

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### ABSTRACT

**Purpose of the study:** The aim of this study is to explore how a teacher's communication and interaction style affects students' confidence in learning Fiqh.

**Methodology:** This research employs a qualitative method with a phenomenological focus, utilizing a descriptive approach. Conducted at MAN Palangka Raya, Central Kalimantan, it involves one Fiqh teacher as the subject. Informants include the school principal, student representatives, and students from grades X selected through purposive sampling. Data validation uses source triangulation, and analysis follows steps of data collection, reduction, presentation, and conclusion drawing.

**Main Findings:** Teacher communication positively impacts student learning achievement, independence, optimism, and self-confidence.

**Novelty/Originality of this study:** This study reveals the specific effects of teacher communication and interaction styles on students' self-confidence in Fiqh enhances existing knowledge by emphasizing the direct relationship between effective teacher-student interactions and improved student confidence. The findings offer practical implications for educators, suggesting ways to optimize educational environments to foster student engagement and confidence.

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## 1. INTRODUCTION

Communication in the world of education is a very important element, even a very large role in determining success in school. Educational communication takes place in the interaction between students and teachers. In the Fiqh learning process, in general, a face-to-face program is held [1]. A teacher must be able to communicate in deliver his messages more effectively, because teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students on early childhood education through formal education, basic education, and education medium [2]. Before entering the world of school, a child will get education from the family, because the family is the first place of education for children and education in the family will greatly influence the formation of character and personality. From there the child's potential will be formed, good or bad. The child's potential depends on the environment that becomes the teacher, because the environment is the second factor after parents in shaping the child's personality, including the child's self-confidence. One of the environments referred to here is the school. In addition to education in the family, children also become students in schools whose educators are teachers. As said earlier that one of the child's potentials is self-confidence, now this child's self-confidence is the most important part of the Fiqh

learning process, this is related to the attitude and mindset of children in Fiqh learning. activities in class. Self-confidence is a necessity for every individual. If children already have self-confidence, then they are ready to face dynamics full of challenges [3].

Various Fiqh learning activities involve students' self-confidence, among others, arguing in discussions, asking the teacher when experiencing difficulties, and expressing ideas in public [4]. However, sometimes not all teachers in the Fiqh learning actively communicate and interact with their students. Some of the teachers only interact about the standard subject matter, things like that make the interaction process between teachers and students stiff. In this case, students will be reluctant or embarrassed to express their ideas in front of the teacher. So, this will harm students' self-confidence. This is a problem that is quite interesting to study, especially communication and teacher interaction on student self-confidence. One of the previous studies by Fabiani & Krisnani in their research stated that children's lack of self-confidence is usually caused by poor communication and parenting patterns in the family. For example, parents say rude to children, like to yell, criticize and prohibit a lot. A child who receives insults or blasphemy every day within the scope of his family, the child can become weak and this can affect a child's self-confidence so that the child has feelings of inferiority or [5]. Several previous studies such as the one above examined the role or influence of parental communication and interaction on children's self-confidence. The results of his research on average lead to poor communication and interaction so that children have low self-confidence. In this study, the authors try to provide a novelty value, namely by examining how and what impacts teacher communication and interaction on students' self-confidence in Fiqh learning.

## 2. LITERATURE REVIEW

### 2.1 Communication and Interaction in Fiqh learning

Communication is the process of passing, delivering, news or information that contains meaning from one party (a person or place) to another party (a person or place) to gain mutual understanding [6]. According to Kamus Besar Bahasa Indonesia, communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. According to Effendy, communication comes from the English word communication and from Latin commucatio, which means the same [7]. According to Stanley J. Baran, communication is the transmission of a message from a source to a receiver. That is, the purpose of communication is to make similarities between the sender or the sender of the message and the receiver or the recipient of the message [8], [9]. Meanwhile, according to Mulyana, communication is an effort to build togetherness of mind about meaning or message that is shared. Human efforts to convey the content of questions or messages to other humans [8]. Based on the definitions above, communication is a process of sending messages between two or more people with an effort to build togetherness of mind about a meaning. According to Harold D. Laswell in the communication process must be able to answer the question "who says what, in which channel to whom and with what effect" namely:

1. Who means, who is the communicator.
2. Say what (what is said), means that the content of the message conveyed must be followed or implemented.
3. In which channel (channel used), the media channel used in the communication process is direct or face-to-face.
4. To whom, this means the target or communicant.
5. With what effect (the effect that arises), the consequences that arise after the message is delivered, namely the emergence of action [10], [11].

In the world of education, the Fiqh learning process will be effective, if communication and interaction between teachers and students occur intensively. Teachers can design learning models so that students can learn optimally [12]. In Fiqh learning in the classroom, the communication process will take place both between teachers and students, in this case students or vice versa between students and teachers or educators. And learning materials are messages in the Fiqh learning communication process that are often seen as the heart or core of Fiqh learning activities. In this Fiqh learning communication, there is an educational interaction that takes place in the form of exchanging messages which is none other than learning material [13], [14]. The teaching and learning process between teachers and students will increasingly have a good weight by itself if there is good communication between the two, in this case, the activity of transferring knowledge to students [15]. These activities will be carried out well through the implementation of discipline in the Fiqh teaching and learning process with the method of giving theory in the room and practical guidance in the field [16].

In the Fiqh learning process between educators and students, there must be interaction. Education is an interaction between educators/teacher and students, to achieve educational goals, which takes place in a certain environment. The word interaction is taken from English interact which means act on each other. From this word comes the word interaction which has two meanings, namely first; interacting of two or more people, things; interacting upon each other (an interaction that takes place between two or more people or things); second; (comp) allowing a continuous two-way transfer of information between a computer and the person using it [17],

[18], [19]. In terms of terminology, interaction has the meaning of acting on each other; relating; influence; between relationships. The interaction will always be related to the term communication or relationship. While communication stems from the word “communicate” which participates, informs, becomes common property. Meanwhile, in Indonesian Encyclopedia, interaction is a type of action or action that occurs when two or more objects affect or influence each other. So, teaching and learning interactions are reciprocal activities between teachers and students, or in other words that teaching and learning interactions are between students and their teachers [20], [21].

Based on the above understanding, it can be understood that interaction is an activity carried out from person to person, such as communication or other activities carried out by one person to another or parents to their children, and teachers to students. Everything that happens between them is a form of the interaction process they do. According to Nana Sudjana, there are three patterns of communication in the teacher-student interaction process, namely communication as action, interaction, and transaction.

1. Communication as action or one-way communication, namely the teacher as the giver of action and students as the recipient of the action. Active teachers, passive students, teaching is seen as an activity to convey lesson material.
2. Communication as interaction or two-way communication, namely the teacher can act as a giver of action or recipient of an action. On the other hand, students can be the recipient of the action or the giver of the action. A dialogue will occur between teachers and students.
3. Communication is a transaction or communication in many directions, namely, communication does not only occur between teachers and students but also between students and students. Students are required to be active by the teacher. Students, like teachers, can serve as Fiqh learning resources for other students [1], [22].

In the process of interaction between teachers and students, there is a pattern of interaction in Fiqh learning which includes the following: (1) The basic pattern of interaction. In the basic pattern of interaction there is no visible element of Fiqh learning which includes elements of teachers, learning content and students, all of which do not yet dominate the interaction process in Fiqh learning. It is explained that sometimes the teacher dominates the interaction process, the content dominates, sometimes the students dominate the interaction, or even sometimes the teacher and students equally dominate each other. (2) Content-centered interaction. Patterns in the Fiqh learning process there are activities of teachers teaching-learning content on the one hand and students studying the learning content on the other, but these activities are still centered on Fiqh learning content/ materials. (c) Teacher-centered interaction. Patterns in learning whose activities are solely teacher-centered, in general, there is a process of presenting or delivering learning content or materials [23], [24], [25]. Based on the results of the study, the communication and interaction of teachers and students showed that communication and interaction were well established during the Fiqh learning process. It is characterized by during the Fiqh learning process in the classroom, the teacher always gives direction or motivation to each student, be it individual students or all students in the class. Teachers also often guide students and participate in the Fiqh learning process. Not only does the teacher simply tell the students and the teacher to just be quiet and observe, but the teacher also participates so that students will also be more enthusiastic during the Fiqh learning process.

## 2.2 Confidence

Self-confidence is one aspect of personality that serves to encourage students to achieve the success which is formed through the students learning Fiqh process in their interaction with the environment [26]. Self-confidence is a person's belief to be able behave as expected and desired a person's belief that he can master something situation and produce something positive [27]. Self-confidence is an attitude of confidence in one's own ability to fulfill every desire and expectation [28]. Reinforced by another opinion “Confidence is a person's basic capital in meeting various needs on their own. A confident person will feel worthy and can live life, consider various options and make his own decisions”. This opinion is supported by Alfred Adler who states that self-confidence is the most important human need besides a sense of superiority [29], [30].

Based on the description above, self-confidence is belief in oneself be it behavior, emotions, or spirituality that comes from conscience to be able to do everything according to its ability to meet the needs of life so that life is more meaningful. According to Thurstan Hakim, the characteristics of a confident person include, always be calm in doing everything; Have sufficient potential and ability; Able to neutralize tensions that arise in various situations; Able to adapt and communicate in various situations; Have a mental and physical condition that is sufficient to support the appearance; Have sufficient intelligence; Have a sufficient level of formal education. Have other skills or skills that support their lives, for example, foreign language skills; Have social skills; Have a good educational background; Having life experiences that forge mentally strong and resistant in facing various trials of life and Always react positively in dealing with various problems, for example staying strong, patient, and steadfast in facing life's problems [31]. Thurstan Hakim suggests several factors that influence a person's self-confidence, namely:

1. Physical form A good and professional body shape will certainly make someone feel more confident because they look good to others.
2. Face shape. Everyone's attractiveness depends on many things, one of which is the face. A beautiful face or good looking makes a person's self-confidence much higher.
3. Economic Status Medium or weak economic status can affect a person's self-confidence.
4. Education and abilities. The opinion "a good education will give a person confidence".
5. Self-adjustment. The ability of someone who is less sociable or inflexible to get along affects a person's self-confidence.
6. A habit of nervousness and stuttering. The habit of nervousness and stuttering that is cultivated since childhood will make a person feel insecure.
7. Family. Children who feel less abandoned and excluded from the family will feel less confident [32], [33], [34].

According to Santrock, the indicators of negative behavior from individuals who are not confident include: Making inappropriate touches or terminating a physical contract; Self-deprecating verbally, self-deprecating; Speaks suddenly too loudly, or in a flat tone of voice; Not expressing views or opinions, especially when asked. According to Hakim, the characteristics of people who are not confident include: Easily anxious in dealing with problems with a certain level of difficulty; Nervous and sometimes nervous to talk; Do not know how to develop yourself to have certain advantages; Often aloof from groups that are considered more than himself; Easy to despair; Tends to depend on others to solve problems; Often reacts negatively in the face of problems. For example, avoiding responsibility or isolating oneself causes his self-confidence to get worse [35], [36]. From the description above, it can be concluded that children who have doubts or lack confidence usually always look negatively or pessimistically about themselves when they are active in the learning process. Always feel there is a shortage in him compared to others. Children who have doubts about their abilities are usually less able to convey messages to others because one of the factors that cause a lack of confidence comes from the ability to communicate.

### 3. RESEARCH METHOD

This research uses qualitative methods and a descriptive approach. According to Sugiyono, problems in qualitative research are temporary, tentative, and develop or change after researchers are in the field [37]. Qualitative methods are more based on phenomenological characteristics which prioritize appreciation. Qualitative methods seek to understand and interpret the meaning of an interaction event of human behavior in certain situations according to the perspective of the researchers themselves [38].

This research was carried out at MAN Palangka Raya. The subject of this research is 1 (one) Fiqh teacher at MAN Kota Palangka Raya. The informants of this study were school principals, student representatives, students of grades X by purposive sampling [39]. The data validation technique is source triangulation, while data analysis is done by collecting data, reducing data, presenting data, and drawing conclusions [40].

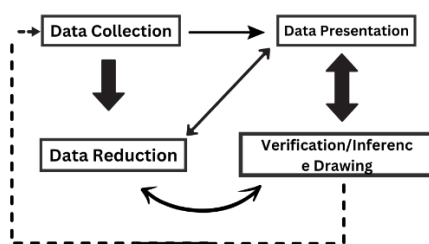


Figure 1. Data Analysis

### 4. RESULTS AND DISCUSSION

#### 4.1. Teacher's Stimulus in Raising Student Confidence

Fiqh learning interactions between teachers and students in the classroom must be dynamic. Teacher educate and help students to develop themselves, so that they are not only intellectually intelligent intellectual but also has a positive personality [41]. Communication created between teachers and students as teachers and students must be clear and have the same understanding so that PAI teaching objectives can be achieved. A message conveyed through the communication process will influence the people involved in the communication. In the Fiqh learning process, the communication carried out by the teacher has a big impact on students [42].

Through good communication, a teacher will find it easier to build pleasant interactions. This is important, because that way, students will feel comfortable in the Fiqh learning process and will make it easier

for students to build self-confidence. Because a student's self-confidence can be formed or increased through the intermediary of the surrounding people and other activities that are the motivation to increase self-confidence [43].

#### 4.2. Learning Achievement

Fiqh learning is interpreted as an effort to teach a person or group of people through various efforts and various strategies, methods and approaches towards the goals that have been planned [44]. Whereas in Kamus Besar Bahasa Indonesia [45], achievement means the result that have been obtained or achieved (from what has been done and done). In terms of academic Fiqh learning, achievement means Fiqh learning outcomes obtained from learning activities in school or colleges that are cognitive and usually determined through measurement and assessment. Theoretically, learning achievement has a close relationship with self-confidence [46]. This is expressed by Djamarah (2008) that self-confidence is part of the psychological factors that affect Fiqh learning achievement. The factors that affect the Fiqh learning process and achievement are a) environmental factors; b) instrumental factors; c) physiological factors. This is in line with Astin's theory of the IEO (Inputs, Environment, Outcomes) Model [36]. To create good performance, it is necessary to have self-potential capital in the form of good self-confidence. Individuals who have self-confidence will act independently by making choices and making their own decisions, where individuals will be able to act with all confidence and have self-accomplishment so that they feel proud of their achievements, by approaching new challenges with enthusiasm and willingness to involve themselves in a positive environment.

#### 4.3. Independent Learning

Independent learning can be carried out by someone if that person has self-confidence. According to heaters in Nurhayati, a person's learning independence is indicated by their confidence in their ability to solve various kinds of problems that exist during Fiqh learning activities, without help from others and do not want to be controlled in their decision making to solve these problems [48], [49]. Like the statement student learning independence arises when students find themselves in a position of increased self-confidence. According to Hiemstra, the characteristics of students who have independent learning are 1) students have a responsibility in making decisions related to learning efforts; 2) have confidence in their abilities; 3) are not easily influenced by other people regarding their learning process; 4) If you encounter a problem, try to solve it yourself and be able to regulate yourself when to ask for help from others, and don't run away from problems; 5) Can make the best use of time to learn [50], [51].

Based on the description of the characteristics of individuals who must learn independence, there is one characteristic, namely having confidence in their abilities. Confidence is an aspect of self-confidence. Individuals who are confident in their abilities are individuals who think positively about their ability to solve various problems in Fiqh learning. Therefore, self-confidence has a contribution to growing student learning independence [52]. Independence in learning, will get a student used to self-discipline and that is the ultimate goal of classroom management so that students can develop [53], [54].

#### 4.4. Optimistic

According to Segerstrom in [55] optimism is a positive and realistic way of thinking in looking at a problem. [56] argue that optimism is a hope that exists in individuals that everything will go towards goodness. Feelings of optimism bring individuals to the desired goal, namely believing in themselves and their abilities. According to Seligman optimism is a holistic view, seeing good things, thinking positively, and easily giving meaning to oneself [57], [58]. Optimistic individuals can produce something better than in the past, are not afraid of failure, and try to keep getting up and try again if they fail. Optimism encourages individuals to always think that something that happens is the best thing for them. This is what distinguishes him from others. [59] say optimism is the expectation of a positive outcome or the desired outcome to occur [60].

Based on the description above, it can be concluded that optimism is a behavior or way of thinking and looking at a situation with a positive view on a problem. Optimism is also an attitude that is confident in its abilities which can also be said to be confident in its abilities [61]. Scheier & Carver asserts that optimistic individuals have the following characteristics: (1) Optimistic individuals will try to respond to expectations with positive thinking, confidence in their strengths; (2) Optimistic individuals usually work hard to deal with stress and daily challenges effectively, pray and acknowledge the existence of luck and other factors that contribute to success; (3) Optimistic individuals have dreams of achieving goals, striving with all their might, and do not want to sit idle waiting for the success that will be given by others (4) Optimistic individuals want to do things themselves and do not want to think about failure before trying it; (5) Optimistic individuals think the best, but also understand to choose which part is needed as a measure to find a way [62]. From the description above, we can understand that self-confidence will cause individuals to be optimistic in life, every problem that comes will be faced calmly, and have the confidence to succeed

#### 4.5. Inferior

The phenomenon of low self-esteem in students is due to several factors, such as lack of self-confidence and lack of understanding of concepts gratitude or sometimes a student feels dissatisfied with why possessed and overthinking something that can not be changed. Inferior or low self-esteem is a feeling of inadequacy and considers other people better than himself. People who feel inferior tend to be egocentric, position themselves as victims, feel dissatisfied with themselves, feel sorry for themselves, give up easily, and consider themselves to have no significant abilities. In the world of education, not a few students experience feelings of inferiority at school, resulting in not being able to compete with their friends in Fiqh learning, such as feeling themselves the stupidest, the poorest, the ugliest, and so on [46]. The characteristics of low self-esteem in a person are, sensitive (feeling unhappy) to other people's criticism, very happy with praise or appreciation, enjoys criticizing or criticizing others, not happy to compete, tend to like to be alone, shy and coward [63]. According to Yusuf and Nurihsan explains that low self-esteem is caused by:

##### *Physical Condition*

Weak, stunted, disabled, dysfunctional, or unattractive face. According to coppersmith found a consistent relationship between physical attractiveness and height with low self-esteem. Individuals with attractive physical conditions tend to have more self-confidence than those with less attractive physical conditions [64].

##### *Psychological*

Intelligence below average, negative self-concept because of constant frustration in meeting basic needs such as always failing to obtain status, affection, achievement, and recognition [65].

##### *Unfavourable environmental conditions*

Interpersonal relationships in the family are not harmonious. Poverty, and harsh treatment from parents. So inferior is a behaviour that feels low or inappropriate in everything, individuals who have a sense of inferiority will feel that everything they do is not right or not good, in this case, they do not believe in their abilities [52].

## 5. CONCLUSION

As explained above, communication and interaction between teachers and students is important and has a great impact on students' self-confidence. Having self-confidence is very important for students because students' self-confidence will have an impact on the Fiqh learning process of students in class. The level of student self-confidence has a positive and negative impact on students. In its development, it is undeniable that the main character who is very helpful in the process of growing students' self-confidence when at school is the teacher. One way is to communicate and interact well between teachers and students. Good communication between teachers and students will have a positive impact on their self-confidence. Conversely, if communication and teacher interaction is not well established, it will harm students' self-confidence.

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