



The Influence of Teachers' Effective Communication and Appreciation on Children's Self-Confidence

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi bagaimana komunikasi efektif guru dan apresiasi dapat meningkatkan kepercayaan diri anak di TKIT Nur Sa'adah Depok Dengan menggunakan metode asosiatif dan pendekatan kuantitatif, penelitian ini mengeksplorasi hubungan antara variabel bebas (komunikasi efektif guru dan apresiasi) dan variabel terikat (kepercayaan diri anak). Data dikumpulkan melalui kuesioner yang diisi oleh guru dan orang tua anak. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara komunikasi efektif guru dan apresiasi terhadap kepercayaan diri anak di TKIT Nur Sa'adah Depok Guru yang mampu berkomunikasi dengan efektif dan memberikan apresiasi secara tepat dan pada waktu yang tepat dapat meningkatkan kepercayaan diri anak. Komunikasi efektif guru dan apresiasi memiliki pengaruh yang signifikan terhadap kepercayaan diri anak di TKIT Nur Sa'adah Depok Oleh karena itu, penting bagi lembaga pendidikan untuk mengimplementasikan pelatihan komunikasi bagi guru dan menggunakan apresiasi sebagai bagian dari strategi pendidikan untuk meningkatkan kepercayaan diri anak.

Abstract

This study aims to explore how effective teacher communication and appreciation can increase children's self-confidence at TKIT Nur Sa'adah Depok. Using an associative method and a quantitative approach, this study explores the relationship between independent variables (effective teacher communication and appreciation) and dependent variables (children's self-confidence). Data were collected through questionnaires filled out by teachers and parents. The results of the study indicate that there is a significant relationship between effective teacher communication and appreciation and children's self-confidence at TKIT Nur Sa'adah Depok. Teachers who are able to communicate effectively and provide appreciation appropriately and at the right time can enhance children's self-confidence. Effective teacher communication and appreciation have a significant influence on children's self-confidence at TKIT Nur Sa'adah Depok. Therefore, it is important for educational institutions to implement communication training for teachers and use appreciation as part of educational strategies to enhance children's self-confidence.



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INTRODUCTION

Early childhood education is an important foundation in shaping children's character and personality. At this stage, children undergo rapid growth and development, both physically, cognitively, socially, emotionally, and linguistically. One crucial aspect that needs attention is children's self-confidence, which is key to helping them explore their potential and face future challenges.

A child's self-confidence can be influenced by various factors, one of which is effective communication carried out by the teacher. The teacher, as a second parent in the school environment, plays an important role in creating a conducive atmosphere for the child's development; effective communication can help the child feel valued, safe, and confident in expressing themselves (Masriani & Dina Liana, 2022). Self-confidence is an important factor in the psychological development of children. A study by (Sofia et al., 2023) It shows that high self-confidence can enhance children's motivation to learn and help them face academic and non-academic challenges more effectively.

Effective communication is one of the important elements in education. Teachers who can communicate well can create a positive relationship with children, which in turn can boost children's confidence. Effective communication between teachers and children has a positive correlation with children's academic achievement (Illeris, 2018).

In addition, a child's self-confidence can be built through the provision of praise, positive words or sentences, and suggestions. These three things are included in appreciation. Appreciation is a form of reward conveyed in verbal or non-verbal forms. The giving of appreciation has an extraordinary position; why is that? Because with appreciation, words or sentences are more easily conveyed compared to non-verbal (Hilda Faddilah Mediani, 2022). The reference for activities in Appreciation is activities that are unplanned (spontaneous) as an expression of pride for a child's achievements. One alternative that can develop a child's self-confidence is through giving appreciation. Based on the explanation presented above, it can be concluded that appreciation is one of the

educational tools in the form of verbal stimuli that are favored by children and can enhance their spirit or motivation to perform good deeds (Kurnia et al., 2022).

Children aged 5-6 years should already show confidence in completing tasks at school that are their own responsibility to finish. The goal is for the child to grow and develop according to expectations, namely to be intelligent, creative, innovative, and devoted, as early childhood is a very determining period for the child's future.

LITERATURE REVIEWS

The Essence of Children's Self-Confidence

Self-confidence is one of the important aspects that a person must have, especially children. Confidence is the ability to express what one possesses (Wahyuni, 2019). It is the belief in a person's ability to do something freely based on the child's feelings without hesitation. Further explained by (Puspita et al., 2019) Self-confidence is the source of all energy for children to achieve success. This will make children have high self-confidence, which will positively impact their lives in the future, for example, they will find it easier to achieve success and be more courageous in taking action.

The above perspective shows that children must have self-confidence, so they can have positive thoughts and beliefs about themselves, allowing them to achieve what they hope for. Self-confidence is the child's belief in their ability to achieve various life goals (Saidah, 2014). In this case, a child must have a strong sense of optimism about themselves in order to achieve everything they desire. Based on the views of the experts above, it can be concluded that the definition of a child's self-confidence is the child's belief in their abilities and potential, which is assessed through five dimensions: self-perception, optimism, objectivity, responsibility, and realism.

Effective Communication of Teachers

Effective communication by teachers is the ability of teachers to interact with children through the use of communication strategies that encompass the Theory of the Five Laws of Communication. With five indicators: Respect, Empathy, Audible, Clarity, and Humble, abbreviated as REACH. Teacher communication in the learning process is essentially a communication process that conveys information from the sender to the

receiver. The message conveyed is expressed in communicative symbols in the form of content/teaching, both verbal (text and writing) and nonverbal. This process is called encoding. The child's interpretation of these communication symbols is called decoding (Yuliawati et al., 2023).

Teacher communication is an activity of conveying all information in the form of learning material to children both verbally and non-verbally through the exchange of ideas, which helps children understand the meaning of the information from the material being taught, thus expanding knowledge and changing the behavior of the children. (Dr. Ruliana & Puji, 2019). Effective communication is the ability to convey a message in a way that is easily understood by the receiver, so that the desired goals can be achieved. (Jones et al., 1969). In the context of education, effective communication between teachers and children is essential in creating a positive learning environment..

Based on the views of experts in the 5 laws of communication summarized in REACH (Respect, Empathy, Audible, Clarity, Humble), it can be concluded that effective communication by teachers is the ability of teachers to interact with children through the use of communication strategies that encompass the Theory of the Five Laws of Communication. With five indicators namely Respect, Empathy, Audible, Clarity, and Humble, abbreviated as REACH.

Appreciation

Appreciation is the ability of teachers to give recognition conveyed through words or language, including praise, positive words, and suggestions. In this study, appreciation includes indicators of recognition for achievements, positive praise, encouraging suggestions, constructive feedback, and the use of appropriate language. According to (Hilda Faddilah Mediani, 2022), appreciation has an extraordinary impact on increasing children's spirit and motivation, as well as building their self-confidence. In the context of early childhood education, appreciation is crucial for developing and enhancing self-confidence, as well as creating a positive relationship between teachers and children. Appreciation is easier to convey than non-verbal cues, thus having a more significant impact on children's self-confidence. This is in line with research conducted by (Wibawati & Watini, 2022), which concludes that appreciation is one of the educational tools in the

form of verbal stimuli that are favored by children and can enhance their spirit or motivation to perform good deeds.

Appreciation is considered one of the important ways to boost a child's self-confidence. According to research conducted by (Hartz et al., 2017), A positive relationship between teachers and children can influence a child's social and emotional development. By providing appropriate appreciation at the right time, teachers can create a supportive and inclusive learning environment, which in turn can enhance a child's self-confidence.

METHOD

The research method used by the researchers is an associative method with a quantitative approach, and SPSS version 22 software is used for data processing. According to (Sugiyono, 2018) The quantitative research approach can be explained as a research method based on positivist philosophy and used to study a population or sample. In some cases, data collection uses research instruments, quantitative/statistical data analysis, and the goal is to test predetermined hypotheses. Research within the quantitative approach focuses on the analysis of numerical data obtained from questionnaires processed using statistical methods.

The research conducted by the researcher uses an associative method aimed at understanding the relationship between two or more variables. The research fundamentally aims to demonstrate the truth in order to resolve the problems being studied. The appropriate and relevant research methodology can achieve the objectives. In this study, it is expected to determine the influence of effective teacher communication (X1) and appreciation (X2) on children's self-confidence (Y).

RESULTS AND DISCUSSION

The normality test of the data was conducted using the Kolmogorov Smirnov test for each variable. Research data is said to be normally distributed or to meet the normality test if the Asymp.Sig (2-tailed) value of the residual variable is above 5% or 0.05; conversely, if the Asymp.Sig (2-tailed) value of the variable is below 5% or 0.05, then the data is not normally distributed or does not meet the normality test (Ghozali, 2018). The results of the normality test conducted in this study are presented in Table 1 below:

Table 1. Results of the Normality Test***One-Sample Kolmogorov-Smirnov Test***

	<i>Unstandardized Residual</i>
<i>N</i>	20
<i>Normal Parameters^{a,b}</i>	.0000000
<i>Mean</i>	6.20848143
<i>Std. Deviation</i>	
<i>Most Extreme Differences</i>	.132
<i>Absolute</i>	.132
<i>Positive</i>	.156
<i>Negative</i>	.132
<i>Test Statistic</i>	.132
<i>Asymp. Sig. (2-tailed)</i>	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the results of the normality test calculations that have been conducted for the experimental class, an Asymp.Sign value of 0.200 was obtained. Since the Asymp.Sign value is ≥ 0.05 , it can be concluded that the population data is normally distributed.

Table 2. Model Summary of the Influence of Teacher Effective Communication and Appreciation on Children's Self-Confidence

Model	R	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.887 ^a	.856	.855	1.268

a. *Predictors: (Constant), Effective Communication of Teachers, Appreciation*

From table 2 Model Summary, the R² value = 0.856, meaning that the variables of effective teacher communication and appreciation together are able to increase the value of children's self-confidence by 85.6%. The remaining 14.4% is influenced by other factors outside of regression. Based on the above output, the R value is also obtained at 88.7%. It can be concluded that there is a very strong relationship between effective teacher communication and appreciation towards children's self-confidence.

Table 3. ANOVAa the Effect of Teacher Effective Communication and Appreciation on Children's Self-Confidence

<i>Model</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>Regression</i>	1554.296	2	1554.296	632.408	000 ^b
<i>Residual</i>	85.868	18	1.726		
<i>Total</i>	1640.164	20			

a. *Dependent Variable:* Children's Self-Confidence

b. *Predictors:* (Constant), Effective Communication of Teachers, *Apresiasi*

From the Anova table, the F value is 632.408 with a significance test of 0.000. The testing was conducted using significance criteria or sig with the following provisions: If the significance number of the research < 0.05 , H_a is accepted and H_o is rejected. If the significance number > 0.05 , H_a is rejected and H_o is accepted. Based on the calculation results with the SPSS program above, it appears that the r value is less than the level a used, which is 0.000 or $0.000 < 0.05$ so H_o is rejected and H_a is accepted. This means there is a significant simultaneous effect from effective teacher communication and appreciation on children's self-confidence.

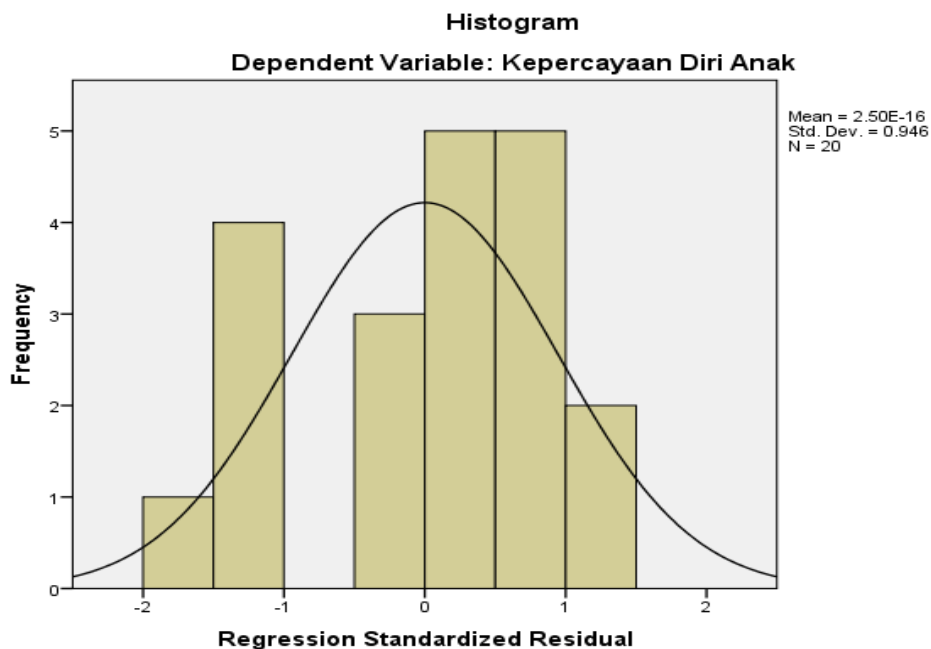


Figure 1. Graph of the Influence of Effective Teacher Communication and Appreciation on Children's Self-Confidence

This indicates that there is a significant simultaneous influence between effective teacher communication and appreciation on the children's self-confidence at TKIT Nur Sa'adah Depok. From the data analysis conducted, an R^2 value of 0.856 was obtained, indicating that 85.6% of the variation in children's self-confidence can be explained by effective teacher communication and appreciation, while the remaining 14.4% is explained by other factors not included in this study. The R value of 0.915 indicates a very strong relationship between the two independent variables (effective teacher communication and appreciation) and the dependent variable (children's self-confidence). The F value of 632.408 with a significance test of 0.000 shows that the regression model used is significant and can be used to predict the influence of effective communication and appreciation on children's self-confidence.

Effective communication is the ability to convey a message in a way that is easily understood by the receiver, so that the desired goals can be achieved (Juwita et al., 2023). In the context of education, effective communication between teachers and students is essential in creating a positive learning environment. Effective communication involves various aspects such as verbal, non-verbal, and para-verbal. The history of communication use in education notes that since the Middle Ages, teachers have used various communication techniques to improve the quality of teaching and learning. (Kristina Tobing et al., 2024). Various communication theories in education have also evolved over time, including communication models from Schramm, which emphasize the importance of feedback in the communication process.

Effective communication by teachers plays a central role in the development of young children. Children need positive and in-depth interactions with adults, especially teachers, to develop social, language, and emotional skills. Through good communication, teachers can build a safe and loving relationship with children, helping them express their feelings, understand social norms, and learn to communicate well. (Yuliani et al., 2022). Teachers who communicate effectively can also facilitate active and creative learning, motivate children, and help them overcome learning barriers. This research analyzes in detail the influence of effective teacher communication on self-perception, optimism, objectivity, responsibility, and rationality.

The giving of appreciation is often done spontaneously as an expression of pride in a child's achievements. This means that it is not something planned in advance, but rather

a natural response from the teacher to the child's accomplishments or positive behavior. In this context, appreciation serves as a verbal stimulus that children enjoy, which helps them feel more confident and inspired to do good deeds. According to (Brethower et al., 2022), Positive interactions with teachers can foster a sense of safety and self-confidence in children, which is very important in the teaching and learning process.

Appreciation plays a crucial role in early childhood development and helps build self-confidence and teaches children about social norms, ethics, and good communication. This finding is in line with the theory of positive behavior (Charisma Islami et al., 2023). The Reinforcement theory, which includes the use of verbal praise as a form of positive reinforcement for young children, is based on the work of B.F. Skinner. Jean Piaget's theory argues that a child's development can support the use of positive praise and feedback appropriate to the child's developmental stage. This strengthens the emotional bond between the teacher and the child, as well as motivates the child to actively participate in learning. (Pratiwi & Nuraeni, 2023). Thus, consistent appreciation given to early childhood children makes them feel valued and motivated to continue learning and developing.

The combination of the influence of effective teacher communication and appreciation simultaneously on children's self-confidence shows a very strong relationship between the two. When effective teacher communication and appreciation are carried out together, children will have the ability to be self-confident where they can complete tasks, dare to perform, be willing to play together, participate in class, and be brave to express their opinions.

CONCLUSION

The effective communication of teachers has a significant impact on the self-confidence of students at TKIT Nur Sa'dah Depok. Teachers who communicate clearly, supportively, and empathetically can enhance the self-confidence of students at TKIT Nur Sa'dah Depok. Research results show that the children of TKIT Nur Sa'dah Depok who experience effective communication exhibit a greater increase in self-confidence.

The provision of appreciation also significantly contributes to the enhancement of the self-confidence of students at TKIT Nur Sa'dah Depok. TKIT Nur Sa'dah Depok children who consistently receive praise and verbal recognition show a higher increase in

self-confidence. Specific praise that is effort-oriented has proven to be more effective in boosting their sense of self-efficacy.

The effective communication of teachers has a significant influence on the self-confidence of the kindergarten children at Nur Sa'dah Depok. Teachers who communicate clearly, supportively, and empathetically can enhance the self-confidence of the kindergarten children at Nur Sa'dah Depok. The research findings show that the kindergarten children at Nur Sa'dah Depok who experience effective communication demonstrate a greater increase in self-confidence.

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