

ABSTRAK

Penelitian ini dilatar belakangi oleh pentingnya komunikasi interpersonal guru dalam membangun kepercayaan diri pada anak usia dini. Setiap anak memiliki karakter, kemampuan, kondisi emosional yang berbeda sehingga membutuhkan pendekatan komunikasi yang sesuai. TK Falaasifah menerapkan *education with soul* sebagai pendekatan pembelajaran dengan bentuk pendampingan dalam mendukung perkembangan kepercayaan diri anak murid. Penelitian bertujuan untuk mengetahui fungsi komunikasi ekspresif, proses komunikasi interpersonal guru, serta tantangan yang dihadapi guru dalam membangun kepercayaan diri. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Informan penelitian dipilih menggunakan teknik *purposive sampling*, yang terdiri atas kepala sekolah, guru dan orang tua murid. Pengumpulan data dilakukan melalui wawancara mendalam, observasi dan dokumentasi dengan menggunakan teori interaksi simbolik dan komunikasi interpersonal Joseph A. Devito.

Hasil penelitian menunjukkan bahwa (1) Fungsi komunikasi ekspresif melalui metode *education with soul* diterapkan melalui komunikasi verbal dan non verbal berupa sapaan, pujian, apresiasi, empati, mimik wajah dan pendampingan yang membuat anak merasa nyaman serta mampu membangun kepercayaan diri anak. (2) Proses komunikasi interpersonal berlangsung melalui enam tahapan dari keinginan berkomunikasi, penerimaan pesan hingga umpan balik. Proses tersebut membentuk pola komunikasi sirkular yang ditandai komunikasi dua arah, adanya umpan balik serta penyesuaian pendekatan guru berdasarkan respon anak. (3) Tantangan komunikasi interpersonal berasal dari perbedaan karakter. Hambatan tersebut diatasi melalui pendekatan personal, komunikasi yang terbuka hingga evaluasi rutin antara kepala sekolah, guru dan orang tua.

Kata Kunci: Pola komunikasi interpersonal, Kepercayaan diri, *Education with soul*, TK Falaasifah.

ABSTRACT

This research is motivated by the importance of teachers interpersonal communication in building self confidence in young children. Every child has different characters, abilities, and emotional conditions, so they require an appropriate communication approach. TK Falaasifah applies education with soul as a learning approach, providing guidance to support the development of students self-confidence. The study aims to understand the function of expressive communication, the process of teachers interpersonal communication, and the challenges teachers face in building self-confidence. This research uses a qualitative method with a case study approach. The research informants were selected using purposive sampling, consisting of the principal, teachers, and parents. Data was collected through in-depth interviews, observation, and documentation, using Joseph A. Devito's theories of symbolic interaction and interpersonal communication. The results of the study show

The research results show that (1) The expressive communication function through the education with soul method is applied through verbal and non-verbal communication such as greetings, praise, appreciation, empathy, facial expressions, and guidance, which make children feel comfortable and help build their self-confidence. (2) The interpersonal communication process takes place in six stages, from the desire to communicate, message reception, to feedback. This process forms a circular communication pattern characterized by two-way communication, feedback, and adjustment of the teacher's approach based on the child's response. (3) The challenges of interpersonal communication come from differences in character. These obstacles are overcome through a personal approach, open communication, and regular evaluations between the principal, teachers, and parents.

Keywords: *Interpersonal communication patterns, Self confidence, Education with soul, TK Falaasifah.*