



## Learning confidence analysis: A case study in educational communication courses

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### ABSTRACT

Elevating pupils' self-assurance can enhance their cognitive capacities, making it a pivotal element in acquiring knowledge. This research aims to ascertain the degree of self-assurance exhibited by undergraduate students specializing in educational technology in their educational communication courses. There were a total of 68 responders, which is similar to the combined number of students in two educational communication learning classes. The research employed a quantitative methodology. The data was collected using a Likert scale questionnaire. The findings of this study revealed that the level of student self-confidence was classified as suitable for five students (7 percent), good for nine students (13 percent), quite good for 39 students (57 percent), poor for ten students (15 percent), and very poor for five students (7 percent). Therefore, it may be inferred that the variable of student self-confidence falls within the category of being rather satisfactory. It is suggested that developing interactive learning approaches that promote active student engagement is important to enhance their trust in educational communication.

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### ABSTRAK

Meningkatkan rasa percaya diri siswa dapat meningkatkan kapasitas kognitif mereka, menjadikannya elemen penting dalam proses memperoleh pengetahuan. Penelitian ini bertujuan untuk mengetahui tingkat kepercayaan diri yang ditunjukkan oleh mahasiswa sarjana teknologi pendidikan dalam mata kuliah komunikasi pendidikannya. Sebanyak 68 responden, termasuk seluruh mahasiswa dari dua kelas pada pembelajaran komunikasi pendidikan, yang berpartisipasi dalam penelitian ini. Metode yang digunakan pada penelitian ini adalah metodologi kuantitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner skala likert sebagai instrumen pengumpulan data. Hasil temuan penelitian ini menunjukkan bahwa tingkat kepercayaan diri mahasiswa tergolong baik sebanyak 5 mahasiswa (7 persen), menunjukkan tingkat kepercayaan diri baik sebanyak 9 mahasiswa (13 persen), memiliki tingkat kepercayaan diri cukup baik sebanyak 39 mahasiswa (57 persen), kurang baik sebanyak 10 mahasiswa (15 persen), dan sangat kurang sebanyak 5 mahasiswa (7 persen) memiliki tingkat kepercayaan diri yang sangat buruk. Berdasarkan temuan tersebut maka dapat disimpulkan bahwa variabel kepercayaan diri mahasiswa termasuk dalam kategori cukup memuaskan. Oleh karena itu, disarankan agar pengembangan pendekatan pembelajaran interaktif yang mendorong keterlibatan aktif mahasiswa, karena hal ini dianggap penting untuk meningkatkan kepercayaan mereka dalam komunikasi pendidikan. Penelitian selanjutnya dapat dilakukan untuk menggali faktor-faktor yang mempengaruhi tingkat kepercayaan diri mahasiswa secara lebih rinci.

**Kata Kunci:** kepercayaan diri; kelas terbalik; komunikasi pendidikan

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## INTRODUCTION

The learning process involves acquiring new knowledge, skills, or understanding by individuals or groups through experiential or instructional methods (Seemiller et al., 2021). This phenomenon can manifest through many approaches, encompassing structured instruction within educational institutions and informal learning derived from ordinary encounters in the immediate milieu. The process of learning encompasses more than simply acquiring information. It also includes comprehending, employing, and assimilating novel concepts into preexisting knowledge. The act of learning is a highly significant factor that plays a significant role in the lifelong growth and development of students (Yeager et al., 2019). The process of acquiring knowledge can manifest in conscious and unconscious manners, encompassing a range of styles and tactics. Every individual possesses a distinct learning style, encompassing personal inclinations toward specific techniques of learning, such as visual, aural, or kinesthetic modalities (Yan & Fralick, 2022). Learning can also occur via social interactions, encompassing encounters with educators and classmates or collaborative endeavors.

Optimal learning settings effectively support and promote the student's learning process (Maselena et al., 2018). These prerequisites include sufficient educational resources, progressive pedagogical approaches, constructive lecturer-student interactions, and a favorable classroom environment (Bistari, 2017). Collectively, these elements contribute to establishing an environment that fosters profound comprehension of the educational content, self-driven motivation to acquire knowledge, and a sense of active engagement in the learning process.

Educational technology is a paradigm shift that employs diverse technological tools and resources to augment information and skills acquisition (Salsabila et al., 2021). Integrating digital resources has led to a transformation in teaching approaches, resulting in a noticeable shift inside traditional classrooms. Educational technology can augment the quality of learning encounters across diverse settings, encompassing formal, informal, and lifelong learning environments (Gusho et al., 2023). The domain of educational technology is presently experiencing a substantial shift, as it fundamentally alters how individuals obtain and integrate knowledge.

Educational technology has seen significant advancements, positively influencing education (Miniawi & Brenjeky, 2015). Technological advancements, including implementing blended learning, digital learning platforms, and educational applications, have significantly transformed pedagogical approaches employed by educators and students' learning experiences. The utilization of technology additionally facilitates broader accessibility to educational resources, fosters global collaboration, and enhances the interactivity of the learning process (Azlim et al., 2015). This technology enables a more adaptable and personalized educational experience that accommodates individual requirements and fosters opportunities for innovative discovery.

The educational technology department of Malang State University plays a significant role in addressing the challenges posed by digitalization and the advancement of information technology. Students enrolled in this academic program acquire knowledge and skills about using technology to enhance the educational experience and facilitate effective instructional practices. Students gain knowledge and skills related to diverse theoretical frameworks, pedagogical approaches, and practical educational technology implementations to foster inventive and efficient educational settings. Furthermore, students within this academic department actively engage in research endeavors to identify contemporary trends in educational technology and formulate innovative strategies to address current educational obstacles.

The curriculum of this major encompasses a range of courses, including instructional design, multimedia development, educational technology management, and academic needs analysis (Goodyear, 2023). Students are encouraged to understand the significance of technology in facilitating diverse instructional

approaches, such as e-learning, blended learning, and game-based learning. In addition, students are instructed in communication principles to facilitate their engagement in various tasks.

The acquisition of communication skills plays a significant role in educational technology, as this field encompasses technical components and interpersonal exchanges among individuals (Natale & Lubniewski, 2017). The ability to effectively communicate plays a crucial role in clearly transmitting ideas, concepts, and information to diverse groups of individuals, such as students, colleagues, and the general public. In educational technology, professionals must communicate effectively and convincingly (Surani, 2019). This proficiency is essential for formulating comprehensive rules regarding technology utilization, creating technology-driven learning materials, and facilitating interactions with students in both virtual and physical settings.

Educational communication is an aspect of education or communication that occurs in education (Yunita & Irsal, 2021). The Educational Communication course in the Educational Technology department aims to equip students with a comprehensive understanding of the principles and methodology of communication in an educational environment. This course aims to equip students with proficient communication skills, enabling them to communicate information effectively, facilitate classroom interactions, and increase teaching efficacy. It also explores communication tactics for various educational contexts, including physical classrooms and extracurricular environments. Students are encouraged to understand the importance of communication in creating an inclusive environment and facilitating student growth. Educational technology explores how to build successful messages to be transmitted in learning environments (Dewi et al., 2021).

Changing learning environments can substantially influence students (Praherdhiono et al., 2016). By leveraging interactive and supporting learning tools, incorporating technology into educational practices can enhance student engagement and foster more significant interest. In the interim, modifications to pedagogical methodologies, such as integrating project-based learning or facilitating group discussions, can engender the development of critical thinking skills and foster collaborative interactions among students. In optimal learning environments, students are prone to exhibit heightened levels of motivation, self-assurance, and contentment with their educational pursuits.

The Flipped Classroom is an educational methodology that disrupts traditional classroom practices by inverting the sequence of learning events (Ağırman & Ercoskun, 2022). Students engage with academic content independently, using resources like films and texts. Class time is then used for discussions, practical tasks, and collaborative efforts facilitated by instructors. This pedagogical style prioritizes active learning, problem-solving, and student interaction, enhancing conceptual comprehension and skill development (Trianggono et al., 2022). Technology, such as online learning videos, enables students to comprehend subject matter independently, empowering teachers to play a more engaged role in the educational journey.

Self-confidence refers to an individual's cognitive and affective evaluation of their competencies and capabilities, significantly shaping their personality (Syam & Amri, 2017). Individuals who lack self-confidence often encounter numerous challenges. High-confident students can establish attainable expectations, express themselves authoritatively, and demonstrate resilience in the face of criticism. Conversely, those with low self-confidence may experience self-doubt, passivity, and challenges in trust. Subjective judgments influence self-confidence and are crucial for students to develop social skills, enhance resilience, and fully embrace their potential.

Therefore, it is important to create an environment where students can discuss freely without worrying about their self-confidence (Kaur et al., 2021). I hope that students can increase their self-confidence in learning and communicating. Students with high self-confidence will be able to explain the material taught and apply it to real life, making them successful in conveying the information they have obtained. In

contrast, students with low self-confidence are more reluctant to participate because they fear making mistakes or feeling inadequate.

Research findings investigating the correlation between self-confidence and students' proficiency in public speaking indicate that self-confidence significantly affects an individual's aptitude for public speaking. Furthermore, it has been discovered that a deficiency in self-assurance might give rise to a state of ambiguity regarding one's level of competence, thereby leading to challenges in retaining linguistic knowledge (Başöz, 2015). Students' academic achievements and self-understanding contribute to their self-confidence, which is influenced by various factors such as social support, self-assessment of skills, and personal interests. A conducive educational setting, extracurricular activities, and research further enhance self-assurance and personal growth.

Communication within the educational context is of utmost importance as it plays a critical part in developing and enhancing students' self-confidence (Akbari & Sahibzada, 2020). By employing proficient communication strategies, educators can deliver valuable feedback that motivates students, encouraging them to persist in their growth, surmount uncertainties, and enhance their aptitude. In addition, positive communication fosters a supportive learning atmosphere wherein students experience a sense of ease and are encouraged to engage actively, inquire, and exchange ideas. This phenomenon significantly contributes to cultivating students' self-assurance in confronting academic obstacles while establishing solid groundwork for ongoing personal development and academic success. Therefore, educational communication serves as a vehicle for transmitting knowledge and a mechanism for fostering self-assurance, a crucial element in students' academic advancement.

Taking lessons in educational communication is important for people who want to become teachers because it helps them understand what motivates their students to learn (Wardah et al., 2023). Effective communication is critical in education, driving knowledge transfer, student engagement, and overall learning outcomes. Research consistently shows a positive correlation between solid communication skills and students' self-confidence, especially in public speaking (Başöz, 2015). Although the importance of communication skills in education is widely recognized, the specific impact of educational communication courses on students' self-confidence remains underexplored.

This research aims to determine how the educational communication courses offered by the Educational Technology Program (TEP) of the State University of Malang affect students' self-confidence. We hypothesized that students who took this course would experience higher self-confidence than those who did not. By examining the learning process in the communication course, this research seeks to identify specific aspects that contribute to increasing student self-confidence.

## **LITERATURE REVIEW**

### **Communication in Education**

Humans, as social creatures, cannot avoid verbal and nonverbal communication. Communication is crucial in many aspects of life, including education (Fitri et al., 2023). In this way, all relationships in schooling are linked and help each other. Communication that has to do with education is called educational communication (Yunita & Irsal, 2021). When communicating with students, the goal is to be straightforward and successful while understanding their needs. People who want to become teachers or work in education learn to use technology and communication to talk to students in educational communication classes. This class talks about theories of interpersonal, mass, and psychological communication. Courses in educational communication teach students how to write words that help them learn (Dewi et al., 2021). Textbooks, videos, audio, and presentations can all help with spoken and unspoken contact for learning.

Many students today have trouble participating in public debate in a meaningful way. This happens for many reasons, such as lacking self-confidence and not being good at talking to others (Novieyana et al., 2021). Students learn how to write effective learning messages in educational communication. It includes clear and concise words, suitable media, and the arrangement of data in a way that helps students understand and remember it. Ideas about communication in education, like mass, social, verbal, and nonverbal impact, will be examined. Language classes for teachers will also teach writing and rewriting skills, like organizing your writing and messages well (LeFebvre & Keith, 2023). Educational communication classes in technology-based learning teach students how to use technology to create and send effective learning messages.

## **Self-Confidence**

Self-confidence is a broad term used in the psychology literature to describe a person's confidence in their skills, values, and ability to handle life's obstacles (Nurmalasari et al., 2023). There is widespread agreement among college students that self-confidence is an important part of personal and professional growth. Renowned psychologists say self-confidence is a critical factor in success and essential to mental health (Tridinanti, 2018). Because of this, building self-confidence is important for everyone. There are many ways to do this, such as learning from mistakes, following the lead of great people, and getting help from the people who care. Having faith in yourself is a good thing that can make life better.

In 2019, the Ministry of Education and Culture conducted a survey, revealing that only 39.5% of Indonesian students felt secure in their ability to study and do their homework. At the same time, about 60.5% of the people still alive had low self-confidence. However, in practice, most students with low self-confidence may struggle to complete tasks because they believe they cannot outperform their peers (Andayani & Amir, 2019). Consequently, improving student self-confidence can play an essential role in developing the ability to overcome learning problems.

Self-confidence is the state of trust and belief in one's capabilities. Devoting oneself to positive thinking and self-affirmation can significantly enhance self-confidence (Wintania et al., 2021). This enables individuals to freely participate in enjoyable things while being accountable for their conduct. In addition, self-assurance fosters amiability and courtesy in social exchanges and the capacity to acknowledge and honor others. To summarise, self-assurance fosters a drive to accomplish objectives and the capacity to recognize individual aptitudes and limitations (Ziliwu et al., 2023). Although self-confidence has a minor impact on reasoning ability, this does not mean that it should be neglected. This feature is essential in learning since it gives pupils more confidence in the solutions they have identified and replied to.

## **Measuring the level of self-confidence**

Diverse methods, including self-assessment instruments, surveys, and scales can conduct self-confidence evaluation. Typically employed techniques include self-assessment measures, such as questionnaires. The study examined the self-confidence levels of 168 undergraduate students at Aksaray University. The researchers used descriptive analysis, t-tests, and ANOVA to analyze the data. The study found significant differences in self-confidence based on gender and major. Additionally, the study highlighted the importance of self-confidence education in addressing social isolation (Hidayati & Hidayah, 2020). The research at SMP Negeri 1 Arjasa involved 24 students assessed before treatment (pre-test) and after therapy (post-test). The analysis method employed was the product-moment correlation and t-test. The study discovered that using Instagram-based information services positively impacted students' self-assurance, supporting the alternative hypothesis (Azis & Salam, 2018).

Establishing an initial degree of confidence is crucial in the Educational Communication Course. To enhance students' communication abilities, lecturers might modify their teaching methods and provide tailored assistance according to individual levels of self-assurance. Students with a robust sense of self-assurance are more inclined to actively participate in classroom discussions, pose inquiries, and exhibit the bravery to engage with their peers. In contrast, pupils with low levels of self-confidence may require more extensive instructional approaches to enhance their comfort and confidence in expressing their opinions or perspectives.

## METHODS

Quantitative research uses positivism or concrete data as a philosophical guide. This study included State University of Malang Bachelor of Educational Technology students. About 68 students participated in the survey at the start of September. The study sample was chosen using purposeful sampling, which lets researchers pick samples based on the characteristics they think are most important to the study's goals. This makes it perfect for qualitative research focusing on understanding specifics in great detail. This method determined the research sample based on variables to collect representative data. Information collection methods include observation, interviews, and questionnaires.

This study uses a self-confidence questionnaire administered to students in educational communication classes as a measurement method. This was the second educational communication learning gathering; questionnaires were provided during that meeting. Using tools provided by Google Forms facilitates summarizing the findings obtained. After an established submission deadline, the Google Form is sent to the individual in charge of each class via WhatsApp. Sixty-eight pupils promptly filled out the Google form, following the scenario they were concerned about.

This study instrument was meticulously created to assess respondents' confidence while taking educational communication programs. The primary goal of this instrument is to collect and validate field data on self-confidence. This study proposes a questionnaire based on five fundamental aspects of self-confidence, namely conviction in one's talents, optimism, objectivity, responsibility, and reason, to achieve this purpose. This questionnaire provides a complete framework for holistically studying self-confidence by covering each trait. In this study, **Table 1** displays a self-confidence grid that visually represents how this instrument engages essential factors connected to respondents' self-confidence. As a result, the purpose of this instrument is to give a thorough knowledge of the dynamics of self-confidence in the context of educational communication classes, which will aid in gathering primary results and specifying the degree of self-confidence in various aspects.

**Table 1.** The Questionnaire Grid Used to Measure Trust Levels

No.	Aspect	Indicator	Sequence	Item Count
1	Self-confidence	Sure, of the results of his own work	1,2	5
		Have a positive view of yourself.	3,4,5	
2	Optimism	Take time to recognize and appreciate the results of your work.	6,7	7
		Sure, of what they're doing	8,9	
3	Objectivity	Have good people skills and the ability to communicate clearly.	10,11,12	5
		Be tolerant by being willing to hear criticism and ideas.	13,14	
		Able to take criticism and suggestions in both directions	15	
		Stay positive when you're having problems.	16,17	

No.	Aspect	Indicator	Sequence	Item Count
4	Responsibility	Be brave in different situations and deal with the results.	18,19,20	4
		When making decisions, you should act on your own.	21	
5	Rational	Being able to reason about a problem	22,23,24	4
		Able to ease tension in a variety of situations	25	
<b>Total Instrument Items</b>				<b>25</b>

Source: *Research in 2023*

**Table 1** above shows self-confidence analysis features. Confident people feel they can do anything and succeed. He experiments and takes risks. Confident and hopeful people are optimistic. Overcoming difficulties and achieving goals is his belief. Objectivity also involves self-assessment confidence. He recognizes his strengths and weaknesses and does not overestimate himself. This is especially true for those confident enough to take responsibility for their conduct. He always sought to improve and never blamed others for his failings. Finally, realists are confident and practical. Neither haughty nor pessimistic. He knows his limits and does not push himself.

Based on empirical research, this self-confidence questionnaire uses a Likert scale. People's views on social issues are often assessed using the Likert scale (Joshi et al., 2015). Additionally, these indicators form the basis for instrument items, which can be statements or questions. This study uses a Likert scale to measure respondents' agreement or disagreement with a series of statements or items. The Likert scale has four categories with numbers from 1 to 4. Four alternative answers are weighted and can reduce tension in various situations.

**Table 2.** Alternative Scores on a Likert Scale

No.	Answer Classification	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

Source: *Research 2024*

**Table 2** shows that data from the self-confidence questionnaire were evaluated using a percentage-based quantitative descriptive analysis. This type of analysis provides a clear image of the distribution of self-confidence in the respondent community and aids in generating solutions or recommendations based on classroom findings. The self-confidence analysis results are processed using Excel formulas to determine the average, minimum, and maximum values and the questionnaire's middle value. The criteria for the resulting score are then determined using a norm reference assessment.

Microsoft Excel 2016 was chosen as a data processing tool due to its consistency in data format from Google Forms. This ensures that data is easily imported into Excel without loss. Excel also offers statistical solid analysis capabilities, such as determining self-confidence percentage distribution and computing confidence ratings. It also allows for the easy creation of frequency distribution tables, providing a systematic and easy-to-understand view of self-confidence scores among respondents. Data visualization options like bar charts make it an excellent tool for presenting research findings straightforwardly and informally.

## RESULTS AND DISCUSSION

Many studies have found that adolescent self-confidence is in the median range. Following many of the findings, this study demonstrates that student self-confidence in educational communication courses is relatively high, even when learning is done aggressively. However, observations show that the interaction between lecturers and students in education still needs to be improved, particularly when employing instructional material like PowerPoint, which tends to limit students' active participation. This is consistent with prior research findings indicating that some early teenagers have high self-confidence (Fitri et al., 2018). Nonetheless, past research findings emphasize the significance of self-confidence in helping students develop many parts of a good personality and control their social interactions (Malgorzata & Agnieszka, 2020).

In this study, most students in the first semester were between 18 and 20 years old. Students in their first semester of college have varying levels of maturity because they are transitioning from high school to college. It is important to consider different learning styles to achieve learning goals. Sufficient learning resources must be provided in educational communication courses to support a variety of individual learning styles. Therefore, educational communication classes have the potential to be effective if the teaching approach can attract students' attention. Teachers can foster a conducive learning atmosphere that inspires students to continue studying educational communication if they understand these characteristics.

The study, undertaken as part of the 2023 Education Technology Study Programme at the State University of Malang's Faculty of Education, sought to investigate students' levels of self-confidence. During the first semester, students were given a self-confidence questionnaire to help collect data. The questionnaire included several items aimed to assess different facets of self-confidence. Then, each question item was assigned a score. The analysis of the questionnaire data yielded enlightening results, as shown in Table 3. This table summarises vital information from the study, such as the number of participants (N), the mean self-confidence score, the standard deviation (SD), and the score range (from lowest to highest). The average self-confidence score was 60.46, with a standard deviation of 7.13. This shows that the sampled pupils had a modest level of self-confidence. However, it is necessary to go further into the questionnaire items and their related scores to understand the intricacies of students' self-confidence levels thoroughly. **Table 3** shows student confidence level.

**Table 3.** Student Confidence Level

N	Mean	SD	Score	
			Min	Max
68	60.46	7.13	46	83

Source: Research in 2023

Based on **Table 4**, this study thoroughly examines the confidence levels exhibited by students enrolled in educational communication courses. Leveraging the analytical capabilities of Microsoft Excel 2016, a meticulous statistical analysis has been conducted on the self-confidence scores of a cohort comprising 68 individuals. The primary objective is to discern nuanced patterns and trends within the data, shedding light on students' perceptions of competence in the subject matter covered by these courses. A nuanced understanding of students' confidence levels is derived by scrutinizing the statistical table generated from these computations. This nuanced understanding is a robust foundation for identifying specific areas within the educational communication curriculum that may require enhancement or reinforcement. By harnessing the statistical computation tools offered by Excel 2016, this study provides valuable insights to refine the effectiveness of educational communication instruction and guide future curriculum development endeavors.



**Table 4** shows results overall level of confidence.

**Table 4.** Results Overall Level of Confidence

No.	Interval	Frequency	Category	(%)
1.	71,15 < X	5	Very good	7%
2.	64,02 < X ≤ 71,15	9	Good	13%
3.	56,9 < X ≤ 64,02	39	Pretty good	57%
4.	49,5 < X ≤ 56,9	10	Not good	15%
5.	X ≤ 49,5	5	Very Not Good	7%

Source: Research in 2023



**Figure 1.** Results Overall Confidence Level  
 Source: Research in 2023

**Figure 1**, examining students' self-confidence levels, was facilitated through a comprehensive questionnaire comprising 25 probing questions, each graded on a scale of 1 to 4. These responses were meticulously gathered and analyzed using the powerful tools provided by Microsoft Excel 2016. The resulting statistical analysis revealed a spectrum of self-confidence scores, ranging from a minimum of 46 to a maximum of 83, with an average score of 60.46 and a standard deviation of 7.13. This analysis suggests a generally high level of self-confidence among the student cohort. The level of self-confidence in students is also explained in previous research. It is known that students' self-confidence is important because it can influence motivation and indirectly impact learning outcomes (Akbari & Sahibzada, 2020).

Further dissecting the data, it is evident that the distribution of self-confidence levels among students varies across distinct categories. Notably, nine students, constituting 13% of the total respondents, fell into the lower end of the spectrum, categorized as "negative". Conversely, five students, comprising 7% of the total, exhibited notably high self-confidence, falling into the "very good" category. The bulk of responses, 39 students or 57%, clustered around the "pretty good" category, indicating a solid confidence level. However, ten students (15% of the total) were classified as "not good", while five students (7% of the total) fell into the "very not good" category.

These findings paint a nuanced picture of student self-confidence, with the majority hovering around satisfactory to fairly excellent levels. While a notable portion exhibits high confidence, a segment struggles, indicating potential areas for targeted intervention or support programs. The level of self-confidence has much influence on learning. There is a tendency for a good level of self-confidence to be in line with the learning outcomes themselves (Dar et al., 2022; Hamzah et al., 2020). In other research, it is also stated that poor levels of self-confidence cause suboptimal learning outcomes (Nasir et al., 2023).

Interestingly, observations made during educational communication classes, particularly those employing PowerPoint as a primary instructional tool, shed light on potential factors influencing self-confidence levels.

Despite the efficient delivery of information facilitated by PowerPoint, there is a noticeable drawback regarding student engagement and interaction. The lecture-centric approach fosters passive learning, limiting active participation and meaningful dialogue opportunities. This passive learning dynamic and a lack of robust two-way communication channels may contribute to declining students' confidence, particularly in public speaking scenarios (Bosio, 2024; Wardyaningrum et al., 2023).

Furthermore, the absence of adequate support during homework assignments, compounded by limited interaction during the learning process, underscores the need for more interactive teaching methodologies. Encouraging active student involvement and fostering meaningful communication channels are imperative in bolstering self-assurance in educational communication. Thus, there is a pressing need to explore and implement interactive learning techniques to cultivate a more confident and engaged student cohort.

## **CONCLUSION**

This research aims to assess students' self-confidence in learning communication courses. Data analysis involving 98 student respondents and a 25-item questionnaire showed that students' self-confidence scores in online educational communication courses were quite good. This research effectively measures students' levels of self-confidence by calculating the minimum, maximum, average, and standard deviation values from the results of data analysis, as well as combining the distribution of students into various levels of self-confidence. In addition, research findings provide an overview of aspects that influence students' self-confidence, such as the learning methods used and the level of interaction during the learning experience. Thus, this research offers valuable insights for educational practitioners who wish to develop more effective learning strategies to increase students' self-confidence in educational communication contexts.

The research results show that students' self-confidence in the context of courageous learning in educational communication courses is considered quite good. The self-confidence score is in the adequate range, although several indications that learning using media such as PowerPoint tends to limit interaction between lecturers and students. This limitation causes students to be passive listeners and less active in participating in the learning process, which can hinder the development of communication skills and reduce self-confidence. Learning supports two-way interaction in the learning process. A more collaborative and supportive learning environment can be created by increasing two-way interaction between lecturers and students and fellow students. Changing learning media to interactive media is important because it can help strengthen interaction between lecturers and students and increase active student participation. Thus, understanding how learning media influence student interaction and participation can help design more effective learning strategies.

Reducing dependence on passive lecture methods and learning too dominated by passive lectures can limit student interaction and participation, ultimately affecting their self-confidence. There is a need to increase two-way interaction in the learning process and reduce dependence on passive lecture methods. One way to achieve this is by utilizing various learning methods encouraging active student participation, such as group discussions, simulations, role plays, or collaborative projects. In addition, lecturers can introduce techniques that help students develop public speaking skills, such as practicing speaking in front of the class in an environment that supports and builds self-confidence. Speaking of public speaking skills, students' self-confidence in educational communication contexts can produce concrete recommendations for developing students' communication skills such as public speaking. By providing the right opportunities and support, students can build confidence in communicating, an important aspect of their self-confidence. Thus, improving the quality of interactions in learning can help overcome identified barriers and gradually increase students' confidence in communicating.

## AUTHOR'S NOTE

The authors state that publishing this paper does not include any conflicts of interest. The author affirms that the article's data and content are free of plagiarism.

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