



Role of Teachers in Fostering Positive Communication Behavior among Elementary Students

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Abstract

The ever-evolving tide of globalization has a significant impact on children's mindsets and behavior, potentially leading to a decline in moral values and social communication. This situation calls for teachers to play a key role as primary agents in fostering moral values and shaping positive communication behaviors at the elementary school level in Indonesia. This study aims to analyze the role of teachers in fostering positive communication among elementary school students through character development based on religious preaching and religious activities. The study employs a qualitative approach using a case study design. Data were collected through observation, in-depth interviews with Islamic Religious Education teachers and school principals, as well as documentation of instructional and extracurricular activities. Data analysis was conducted through the stages of data reduction, data presentation, and verification to obtain a comprehensive picture. The results of the study indicate that teachers play five dominant roles in fostering positive student communication, namely: i) teachers serve as the primary role models for polite and courteous behavior, ii) teachers act as mentors through preaching and guidance, iii) teachers integrate communication values into instruction, iv) teachers facilitate religious extracurricular activities, and v) teachers function as educators in educational discipline. The implications of this study emphasize that fostering positive communication is not only the responsibility of Islamic Religious Education teachers but also of all teachers, parents, and the community. Synergy between schools and families is necessary so that the cultivation of good character and positive communication can be consistently internalized, thereby fostering a culture of polite, empathetic, and civilized communication within the elementary school environment.

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INTRODUCTION

Communication is an integral part of human life, whether in the form of direct or indirect contact, between individuals or groups. From an Islamic perspective, communication is understood not only as the exchange of information, but also as a means of practicing *akhlak al-karimah*, which is rooted in the Quran and the hadith. Islamic communication emphasizes ethics, courtesy, and respect for others, making it a crucial foundation in the character development of students (Marwah, 2021).

Theoretically, interpersonal communication can be classified into dyadic communication interaction between two people and triadic communication interaction involving three or more people (Nilamsari & Perdana, 2019). In an educational context, the teaching-learning process is essentially a communication process, in which the teacher acts as a communicator conveying messages in the form of lesson content, and the students as recipients who receive and internalize those messages. Educational communication functions not only as a transfer of knowledge but also as a means of fostering the moral values, skills, and competencies necessary for life (Mutiah & Yasmin, 2023).

For communication to be effective, teachers are required to employ effective communication strategies so that messages can be received and understood by students. This includes the teacher's ability to convey material clearly, foster cooperation with students, and instill moral values through daily interactions (Latuconsina, 2019). In Islamic education, moral development is carried out through religious activities such as memorization of the Quran, congregational prayer, daily review, and the practice of greeting and showing respect toward teachers. These programs aim to shape students who are not only intellectually intelligent but also possess noble character and good quality of worship (Asror et al., 2023).

Communication literature explains that intrapersonal communication is an internal process within an individual, whereas interpersonal communication is the interaction between individuals to convey thoughts and feelings. Group communication, on the other hand, involves interaction between a communicator and a number of recipients in a broader face-to-face setting (Muslimin & Zuhriyah, 2022). In the context of *da'wah*, communication serves as a means to call people to goodness, prevent evil, and cultivate the character of students so that they become individuals of noble character (Munir, 2021).

Character itself is understood as a force that blossoms within a person's soul, giving rise to actions spontaneously without the need for deliberation. If such actions are good according to reason and religious law, they are called *akhlakul mahmudah* (praiseworthy), whereas if they are bad, they are called *akhlakul madzumah* (blameworthy) (Iskandar & Fahriss, 2022). Therefore, character development through positive communication has become an urgent need in the era of globalization, where the flow of information can influence children's thought patterns and behavior.

Based on this description, this study focuses on the role of teachers in fostering positive communication behaviors among elementary school students in Indonesia. Teachers are viewed as the primary agents who not only deliver academic content but also shape a culture of polite, empathetic, and civilized communication through personal example, religious guidance, integrated learning, religious extracurricular activities, and educational discipline. This study employs a qualitative approach using a case study design to deeply explore teachers' communication practices in fostering students' moral character, with the aim of making a tangible contribution to the

development of character education in elementary schools.

METHODS

This study employs a qualitative approach using a case study design. This approach was chosen because it is suitable for exploring in depth the phenomenon of teachers' roles in fostering positive communication behaviors among elementary school students. The case study allows researchers to understand the real-world context in the field, including the character-building and communication practices carried out by teachers in both instructional and extracurricular activities (Engkizar et al., 2025; 2026; Mutiaramses et al., 2025; Oktavia et al., 2023; Rahawarin et al., 2023; Rahman et al., 2025; Sabrina et al., 2022; Tadol et al., 2025).

This research was conducted at Elementary School 14 Tanjung Beringin, Lubuk Sikaping, Pasaman Regency, West Sumatra, Indonesia. The research data sources consist of primary and secondary data. Primary data were obtained through in-depth interviews with Islamic Religious Education teachers, the principal, and several other teachers involved in student character development. Secondary data were obtained from school activity documentation, observation notes, and archives of character development programs. Informants were selected purposively, namely those considered to have direct knowledge and experience related to fostering positive communication in elementary schools.

Data collection was conducted in three ways: observation of teacher-student interactions during learning and religious activities; in-depth interviews with the school principal and teachers to gain insights into the role of teachers; and documentation in the form of records of extracurricular activities, photographs, and archives of character-building programs (Engkizar et al., 2025; 2021; Murniyetti et al., 2016). Data analysis was conducted using the Miles & Huberman interactive model, which includes data reduction, data presentation, and verification (Huberman, 2014). Data reduction was performed by selecting and focusing on information relevant to the research objectives. Data presentation took the form of a systematic narrative description of the teacher's role in fostering positive communication. Verification was conducted to interpret the data, identify patterns, and draw valid conclusions. To ensure the validity of the data, this study employed triangulation techniques, specifically by comparing the results of interviews, observations, and documentation. Consequently, the data obtained is more accurate, consistent, and academically accountable.

RESULT AND DISCUSSION

Based on the results of the author's research on the role of teachers in fostering positive communication behaviors among elementary school students, the findings can be summarized as follows. Based on the results of interviews conducted with informants, the analysis clearly revealed that there are five roles teachers play in fostering positive communication behaviors among elementary school students. These five roles are illustrated in the following figure.

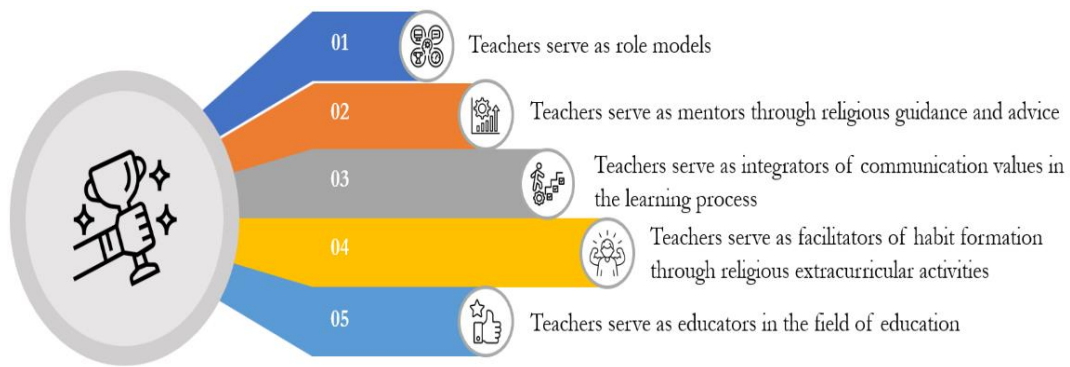


Fig 1. The Role of Teachers in Fostering Positive Communication Behaviors Among Elementary School Students

First, teachers serve as primary role models. Teachers play a central role in shaping students’ positive communication behaviors. Their exemplary conduct is reflected in their polite speech, friendly demeanor, and respectful attitude toward each individual. This point was highlighted by informants in the following interviews.

It is only natural that schools should first foster teachers and students with good character, both in the teaching and learning process inside and outside the classroom (informants 1 & 3)

Teachers play a central role in shaping students’ positive communication behaviors. A teacher’s exemplary conduct is reflected in their polite speech, friendly demeanor, and respectful attitude toward each individual. Research informants emphasize that both teachers and students must first be shaped into individuals of good character, both during the teaching-learning process in the classroom and outside of it. This indicates that teachers do not merely function as instructors of moral values but also serve as tangible examples in daily communication.

This is evident in schools through the practice of greeting teachers, kissing their hands, and imitating the teachers’ positive expressions in student interactions. This exemplary behavior aligns with [Komariah et al., \(2021\)](#) [Rindianingkasih & Harmanto, \(2021\)](#) social learning theory, which emphasizes that positive behavior is formed through the process of observing and imitating respected models. In other words, students learn to communicate politely because they observe and imitate teachers who consistently demonstrate such behavior ([Ansori, 2020](#); [Fitriyah, 2021](#); [Munandar, 2022](#)).

In addition, Mehrabian’s in 1972 theory of nonverbal communication is also relevant, as a teacher’s facial expressions, smiles, and warm eye contact have a significant impact on students’ reception of the message. A teacher’s exemplary nonverbal communication reinforces the verbal message being conveyed, thereby making the interaction more meaningful. Teachers who consistently display positive expressions will foster a conducive classroom atmosphere, full of empathy, and encourage students to emulate the same communication patterns.

Thus, the teacher’s role as the primary role model is not merely about providing instructions but also about presenting tangible examples that students can emulate in their daily lives. This exemplary behavior serves as the primary foundation for fostering a positive communication culture in elementary schools, which ultimately supports the continuous development of students’ moral values and character ([Andy & Irsyad, 2023](#); [Maemunah et al., 2023](#)).

Second, teachers serve as mentors through preaching and guidance.

Teachers play an active role in conveying moral values through educational and inspirational preaching, as the informant explains.

Character development also involves efforts and actions taken to cultivate students' moral character so that they develop commendable habits and become individuals of noble character (informants 2 & 6)

Teachers play a crucial role as mentors who instill moral values through preaching and advice. Preaching in an educational context is not limited to formal lectures but also includes brief advice shared during daily interactions, whether in the classroom or during religious activities. Research informants emphasized that moral guidance is an effort undertaken to foster virtuous habits in students, so that they grow into individuals of noble character. This indicates that teachers serve as moral guides as well as role models of ethical Islamic communication (Mutiah & Yasmin, 2023).

The implementation in schools is evident through short religious talks, sermons, and guidance during congregational prayers and Quran memorization. Teachers deliver their religious messages using gentle, loving language focused on character development. In this way, students not only receive religious messages but also learn how to communicate politely, respect others, and express themselves in a civilized manner.

Third, teachers serve as integrators of communication values in learning. Teachers integrate positive communication values into every subject, not just Islamic Religious Education, teacher stated.

It is not only religious education classes that foster moral character; all subjects have their own role to play in this process (informants 3 & 5).

Teachers do not merely serve as conveyors of academic content but also as facilitators of positive communication values in every learning process. This means that every teaching and learning activity serves as a space to instill proper manners in speaking, listening, and respecting peers' opinions. Research informants emphasized that character development is not solely the responsibility of Islamic Religious Education teachers, but of all teachers involved in the educational process. Thus, positive communication becomes an integral part of the curriculum, not merely a moral add-on (Pertwi et al., 2021; Riadi & Sunyianto, 2020).

Its implementation in schools is evident in classroom discussions designed to encourage students to express their opinions politely, refrain from mocking peers, and articulate ideas in a structured manner. Teachers play a role in guiding the discussion so that interactions among students are healthy, respectful, and constructive. Through this integration, students learn that communication is not merely a tool for conveying information but also a means of shaping character and strengthening social bonds.

Fourth, teachers serve as facilitators of habit formation through religious extracurricular activities. Teachers utilize religious activities outside of class hours as a means of fostering positive communication. Islamic Religious Education teachers explain that.

There are religious activities such as tahfidz, Madrasah Diniyah Takmiliah Analayah (MDTA), daily Dhuha prayer, congregational Zuhr prayer, and weekly dawn devotions. All of these activities have a positive impact on students (informant 4)

Teachers serve as facilitators who guide students to develop the habit of communicating positively through religious activities outside of class hours. This habit-forming process is carried out through the Quran memorization program, Dhuha prayer, congregational Zuhr prayer, daily review sessions, and weekly dawn prayer sessions. Research informants confirmed that these religious activities have a positive impact on students, both in character building and in

daily communication patterns. Through this practice, students learn to interact politely, greet one another, listen to religious advice with respect, and cultivate empathy and a sense of community.

The teacher's role as a facilitator extends beyond merely supervising activities; it also involves ensuring that every interaction within religious activities holds educational and communicative value. Teachers guide students to use polite language, respect their peers, and express themselves in a manner consistent with Islamic values. Thus, religious extracurricular activities serve as a platform for fostering a positive communication culture that is integrated with character development.

This role aligns with Thorndike's theory of habit formation, which emphasizes that behavior is formed through repetition and practice in specific contexts. Through religious activities conducted on a regular basis, students become accustomed to communicating in a polite and ethical manner. Additionally, Lickona, (2013) character education theory also supports the importance of instilling moral values through non-formal activities, as such practices reinforce the internalization of values taught in the classroom.

Fifth, teachers serve as educators in maintaining educational discipline. Teachers enforce discipline through an educational, communicative approach, not through intimidating punishments. A teacher at the *Madrasah Diniyah Takmiliah Awaliyah (MDTA)* explains.

For students who arrive late to school, we impose a penalty requiring them to read the Quran in front of the school and memorize short surahs (informants 5 & 6)

Teachers play a crucial role in instilling educational discipline, not merely punitive measures. Educational discipline is understood as an effort to guide students to understand the consequences of their actions while fostering an awareness of responsibility for their behavior. Research informants emphasized that the implementation of discipline in elementary schools is carried out in an educational manner; for example, students who are late are given the punishment of reading the Quran or repeating their memorization, so that the punishment is not merely corrective but also provides added value in character development (Sasmita & Hafidz, 2023; Sendayu et al., 2020).

The implementation of this educational discipline aims to foster positive communication between teachers and students. Teachers do not reprimand students with harsh words but instead use polite language that is instructive and contains educational value. In this way, students learn that communication within the context of discipline must remain ethical, respectful, and constructive. Consistently applied discipline also fosters a disciplined school culture, ensuring that interactions among students are more orderly and conducive to learning.

CONCLUSION

Based on the results of the analysis and discussion, this study concludes that teachers play a strategic role in shaping positive communication behaviors among elementary school students. This role is realized through setting a good example, providing religious guidance and advice, integrating communication values into learning, fostering religious activities, and applying educational discipline. These five roles consistently foster a culture of polite, empathetic, and civilized communication within the school environment. These findings imply that fostering positive communication must become an integral part of school policy not merely the responsibility of religious education teachers, but of all teachers. Practical applications include strengthening programs to cultivate polite communication, providing training in educational communication skills for teachers, and fostering collaboration with parents

and the community. Through these measures, the cultivation of moral character and positive communication can be sustainably internalized in students' lives.

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