

The Influence of Teachers' Positive Politeness Strategies on Students' Self-Efficacy in Indonesian Language Learning in Senior High School

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ABSTRACT

This study aims to analyze the influence of teachers' positive politeness strategies on students' self-efficacy in Indonesian language learning. The research examines how teachers' communication strategies can strengthen students' confidence in their ability to understand and complete learning tasks. Using a quantitative approach, the study involved Grade XI students from SMA Muhammadiyah 4 Surabaya as participants, selected through purposive sampling. Data were collected using questionnaires and analyzed through several stages: (a) validity and reliability testing, (b) classical assumption testing (normality, heteroscedasticity, and linearity tests), (c) simple linear regression analysis, and (d) hypothesis testing (t-test and coefficient of determination). The results indicate that teachers' positive politeness strategies significantly influence students' self-efficacy in Indonesian language learning. This is evidenced by an R Square value of 0.552, demonstrating that the politeness strategy variable explains 55.2% of the variation in students' self-efficacy levels. This study contributes to the field of educational communication by empirically demonstrating that teachers' use of positive politeness strategies fosters greater student confidence and engagement in language learning. The findings highlight the importance of teacher-student interaction styles as a key factor in enhancing self-efficacy and overall learning effectiveness.

Keywords: Positive Politeness, Self-Efficacy, Indonesian Language, Language Learning

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INTRODUCTION

In daily life, humans need the main tool to interact with each other and convey thoughts, namely language (Arifin et al., 2019). Language plays a vital role as a means of communication between individuals and groups. Through language, humans can build social relationships and develop culture. Therefore, language becomes a unit of human reality. As an element, there needs to be a guideline for regularity in the use of language to support acceptable communion (Indrayani et al., 2023). This regularity includes the accuracy of the selection of speech according to the context. With these guidelines, language can be used consistently and systematically. This is to prevent misinterpretation in order to create orderly and meaningful communication.

Communication is essentially related to skills in speaking (Hamidha & Mujianto, 2025). Through speaking skills, a person can express ideas, emotions, and summaries effectively. Speaking skills include the use of appropriate words, intonation, facial expressions, and understanding of context and audience. These skills are key to building supportive interpersonal relationships in various social situations. Furrie (2019) added that a person who is skilled in communication can form an effective communication pattern. Effective communication patterns contain strategies for conveying and receiving information to be clearly understood by the parties involved. The implementation of effective communication

patterns can trigger the process of information exchange to be more directed. In addition, it can help build harmonious relationships and increase collaboration between individuals.

In practice, the creation of effective communication through communication skills needs to be built, especially in the world of education (Khamid, 2018). This is because education is an intense space for the stages of relationship between teachers and students. Positive teacher interaction is needed to strengthen the pace of development and student learning atmosphere. The positivity formed becomes the foundation in the management of an effective and meaningful educational environment. A well-managed environment can have consequences for students' psychology (Lasompo & Nadjamuddin, 2020). Psychologically, students can feel safe, valued, and motivated to thrive both academically and socially. Feeling safe and valued provides peace of mind in learning and builds student confidence, which in turn encourages engagement in school activities. The encouragement that grows from this positive psychological condition also strengthens the student-teacher relationship to build a healthy social relationship (Klem & Connell, 2004; Lileikienė & Danilevičienė, 2016).

Furthermore, teachers need to adapt relevant communication strategies during learning activities (Iano et al., 2025). Adaptation to ensure learning messages are effectively conveyed to students. Adjustment involves the use of a communication approach that is in harmony with the student's character and learning situation. Through the accuracy of the involvement of communication strategies by teachers, participatory interaction can be built. Communication strategies are effective if they are supported by careful planning and adequate readiness (Yunita, 2024). Good planning includes clarity in setting goals, understanding audience characteristics, appropriateness in the selection of communication channels, and formulating messages that are easy to understand. Meanwhile, readiness involves the availability of resources, communicator competence, and anticipation of the emergence of obstacles. Without these two elements, communication strategies are not optimal.

Optimizing teachers' communication strategies plays a vital role in shaping a learning environment that strengthens students' active involvement (Masdul, 2018). This builds the availability of space for students to understand the lessons in depth and increases motivation to learn. In addition, the strategy encourages activity in developing the competencies they have. Encouragement can arouse students' self-efficacy in the learning process. Self-efficacy refers to confidence in the ability to complete assignments (Bandura, 1986). Individuals with high self-efficacy tend to be more confident in facing challenges and do not give up easily when facing difficulties (Anam & Stracke, 2016). That way, if self-efficacy is low, it has the potential to doubt one's abilities and tend to avoid situations that are considered difficult. Therefore, self-efficacy plays an important role in determining the level of motivation in the achievement target.

Self-efficacy has a significant relationship with the world of education, especially in the learning process (Pardede et al., 2023). This belief in self-ability plays an important role in fostering a positive attitude of students when facing various academic challenges. In the context of learning, including language learning, self-efficacy encourages students to continue to strive to overcome difficulties and maintain motivation in achieving learning success (Zhang, 2025). The encouragement can be from the external side such as feedback from teachers (Nakata et al., 2025). Constructive feedback helps students recognize strengths and weaknesses so that they can adjust learning strategies more effectively. To support this, teachers can also take advantage of the right communication strategy.

One of the things that can be used as a communication strategy by teachers is language politeness. Language politeness is the use of nonverbal elements in speech to achieve smooth communication (Arma & Kartubi, 2022). Nonverbal elements include facial expressions, intonation, gestures, eye contact, and pauses in speech that support delivery. The use of communication elements is able to strengthen the meaning of the message while creating a comfortable interaction atmosphere. This contributes to maintaining the harmony of relations between speakers. Purnama et al. (2024) revealed that the harmony of speech depends on consistency in maintaining equality without any actions that degrade the other party. The phrase emphasizes that every individual in communication has an equal position in building healthy interactions. When communication takes place without domination or a sense of

inferiority, trust and openness are formed. Thus, politeness realizing equality in speech is fundamental in sustainable communication relationships.

The embodiment of polite language in schools is the responsibility of teachers (Khotimah & Hidayat, 2021). Teachers not only play the role of teachers, but also role models in implementing the use of polite language in every interaction. Through habituating the values of politeness in communication, students can get used to using polite language in daily life, especially at school. Manners in speaking consistently form a culture of mutual respect. When teachers use communication strategies that emphasize respect and encouragement, students are more likely to develop a strong sense of self-efficacy—belief in their ability to succeed academically (An et al., 2024). However, ignoring the value of the award can create a negative stigma. (Ismail & Yetty, 2023). Stigma can damage an image and create social distance in communication. As a result, the interlocutor can feel unappreciated and cut off the interaction process. In the long run, this communication pattern can hinder the creation of good relationships.

As described by Sugiarti et al. (2017) regarding the uncondusive learning atmosphere due to the impropriety of language between teachers and students is influenced by six factors, namely (1) emotional drive, (2) student habits, (3) positions that make the interlocutor feel cornered, (4) responses with a loud tone, (5) social status in the classroom, and (6) communication situations. The problem was found at SMP Negeri 18 Bengkulu City which was triggered by a lack of understanding of language politeness and a lack of positive teacher responses when interacting with students. This situation creates communication tension between teachers and students so that it has an impact on learning. This lowers student confidence and hinders the creation of a supportive learning environment. Therefore, it is important to develop a communication strategy that emphasizes positive politeness in order to build effective interactions in the school environment.

To understand the real impact of teachers' politeness on student development, various previous studies have tried to examine this. Previous studies have mainly examined politeness in class interactions in general (Dalimunthe et al., 2023; Khusrin & Anggraini, 2024), but few have explored how teachers' positive politeness strategies directly affect students' self-efficacy. This research answers this gap by focusing on Indonesian language learning at SMA Muhammadiyah 4 Surabaya. Thus, it is hoped that the results of this research can make a practical contribution to teachers in designing classroom interactions that better support the development of students' self-efficacy.

Further Astuti & Pratama (2020) emphasized that students' competence in communication is related to the level of self-efficacy they have. Students who are self-efficacious are more likely to convey their ideas, opinions, and feelings to others. Confidence gives students the encouragement to actively participate in various forms. This can ultimately support the development of social and academic skills more optimally. In addition, according to Azhari & Nursalim (2022), vitality in communication skills results in resistance to school. This shows that good communication skills can increase students' motivation to actively participate in school activities. Thus, the development of communication skills is an aspect in an effort to increase student attendance and involvement in the educational environment.

Based on the urgency of research related to communication skills, researchers are encouraged to conduct studies that emphasize the use of language politeness elements in learning interactions. The element of politeness is studied in relation to the level of self-efficacy of students during learning. The research was carried out at SMA Muhammadiyah 4 Surabaya for two main reasons. *First*, the level of self-efficacy of students in actively participating in Indonesian learning is relatively low. The results of initial observations and discussions with teachers indicate that many students still lack to express their opinions, ask questions, or engage verbally. This finding is strengthened by questionnaire data showing that students' fear of arguing is related to teachers' communication styles that are less supportive and cause discomfort for students.

Second, SMA Muhammadiyah 4 Surabaya was chosen because this school is open to learning innovation and supports research activities aimed at improving the quality of

education. By directly involving students in the implementation of positive politeness strategies by researchers, concrete data can be obtained on the effectiveness of the approach. This location was chosen because of the diverse student characteristics and supportive learning environment before and after treatment. This makes SMA Muhammadiyah 4 Surabaya the right place for the implementation of this research.

This study examines the impact of the use of positive language politeness strategies by teachers in interactions with students during Indonesian learning. Grade XI students became participants in this activity. During the learning process, many students still feel uncomfortable expressing opinions or asking questions for fear of receiving negative responses from teachers. This condition hinders student participation and has the potential to reduce awareness of the substance being taught. Therefore, this study is worth carrying out in order to understand the application of positive language politeness strategies to overcome these communication barriers. The results of the study are expected to provide recommendations for practical politeness strategies for teachers in shaping an inclusive classroom climate and supporting active student involvement.

The study of positive language politeness strategies used by teachers in learning draws on the theory developed by Brown and Levinson. In their theory, Brown & Levinson (1987) explained that the positive politeness strategy serves to minimize potential conflicts in interactions because language politeness is seen as a means of maintaining a harmonious relationship between speakers and speaking partners. This communication pattern is greatly influenced by the social structure inherent in each group, which determines the level of politeness between individuals, for example between teachers and students. Thus, the implementation of language politeness strategies in the educational environment is important to support the accuracy of transmission, effectiveness, and conformity with valid social norms.

In this study, seven positive politeness strategies were implemented. Among them are the use of Notice attend to H, Exaggerate, Intensify interest to H, Use in-group identity markers, Avoid disagreement, joke, and Give gifts to H. These strategies were chosen because they have high relevance in building effective communicative interactions between teachers and students. Each strategy is applied through the teacher's speech that is adjusted to the context of the class and the characteristics of the students. The strategy aims to create a cooperative learning atmosphere, respect opinions, and encourage student participation in presenting arguments politely. Thus, the implementation of this positive politeness not only supports the achievement of language competence, but also forms the character of students who are critical and communicative.

Based on the description above, this study is titled "The Influence of Teachers' Positive Politeness Strategies on Students' Self-Efficacy in Indonesian Language Learning in High School". The research focuses on the influence between the politeness strategies used and the level of self-efficacy. The research has elements of novelty, namely 1) Being at SMA Muhammadiyah 4 Surabaya. 2) Focusing on the use of positive politeness strategies by teachers during the Indonesian learning process in grade XI-1, 3) Teachers' speech or speech during Indonesian learning is used as a data source and is associated with students' self-efficacy levels, and 4) Brown and Levinson's theory is centered on seven strategies (Notice attend to H, Exaggerate, Intensify interest to H, Use in-group identity markers, Avoid disagreement, joke, and Give gifts to H).

METHOD

This study employed a quantitative correlational research design with an ex-post facto approach. This approach traces data based on events that have taken place (Wahyudin, 2015). The correlational design was chosen because the main objective of the research was to identify and measure the relationship between teachers' *politeness strategies* (independent variable) and students' *self-efficacy level* (dependent variable) without manipulating the variables directly. An ex post facto approach was applied since both variables had already occurred naturally prior to data collection. In this type of design, the researcher does not control or alter the variables but rather observes existing conditions to determine the strength and direction of the relationship

between them. A quantitative approach was chosen because it enables statistical testing of relationships between measurable variables and provides objective evidence of associations between constructs.

Population and Sample

The population comprised 74 Grade XI students of SMA Muhammadiyah 4 Surabaya, divided into three classes (XI-1, XI-2, and XI-3). Using purposive sampling, class XI-1 consisting of 23 students was selected as the sample. Purposive sampling takes samples based on suitability with the criteria set according to the research objectives (Sihotang, 2023). The sample criteria (1) low participation in Indonesian language learning, (2) availability for the research schedule, and (3) willingness to complete the questionnaire. The sample included both male and female students aged 16-17 years. Purposive sampling was chosen because the study required participants who had direct learning experiences with the same Indonesian language teacher to ensure consistency in observing the teacher's politeness strategies.

Research Instruments

Data were collected using two structured questionnaires. Kuesioner memberikan pernyataan tertulis kepada responden untuk dijawab (Saat & Mania, 2020). Wujud kuesioner dalam penelitian ini terbagi dua yaitu

1. Teachers' Positive Politeness Strategies Questionnaire, developed based on Brown & Levinson's (1987) positive politeness framework. The instrument consisted of 14 items across four indicators: Notice attend to H, Exaggerate, Intensify interest to H, Use in-group identity markers, Avoid disagreement, joke, and Give gifts to H.
2. Students' Self-Efficacy Scale, adapted from (Bandura, 1977), consisting of 16 items reflecting three dimensions of self-efficacy: Performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal.

Both instruments used a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Likert scale was selected because it effectively captures participants' attitudes, perceptions, and degrees of agreement in behavioral and psychological constructs. This type of scale enables respondents to express varying intensities of agreement or disagreement with each statement, thus providing more nuanced data than a dichotomous yes/no response. Before data collection, both instruments were validated by two linguistics experts and tested on non-sample classes (XI-2 and XI-3) to ensure clarity and reliability.

Validity and Reliability Testing

Validity testing refers to the degree of accuracy with which an instrument performs its functions (Widodo et al., 2023). The validity of each item was tested using Pearson's product-moment correlation, with a minimum acceptable threshold of $r \geq 0.30$. Meanwhile, reliability is an assessment of the consistency of the measuring instrument when used (Budiastuti & Bandur, 2018). The reliability of the instruments was assessed using Cronbach's Alpha, where values of $\alpha \geq 0.70$ indicated acceptable internal consistency. The results confirmed that both instruments were valid and reliable for use in the main data collection.

Data Analysis Procedure

Data analysis was performed using SPSS version 26 and involved several stages:

1. Assumption testing, including normality (Kolmogorov-Smirnov test) and heteroscedasticity (Glejser test) to verify data quality.
2. Simple linear regression analysis to determine the effect of teachers' positive politeness strategies (X) on students' self-efficacy (Y).
3. Hypothesis testing using the t-test ($\alpha = 0.05$) to examine the significance of the relationship.
4. Coefficient of determination (R^2) to identify the proportion of variance in students' self-efficacy explained by teachers' politeness strategies.

RESULT AND DISCUSSION

Validity Test

The validity test in this study was conducted using the Pearson product-moment correlation method (Sari et al., 2023) to examine the relationship between each item score and the total score of its respective construct. An item is considered valid if the calculated

correlation coefficient r count exceeds the critical value of r table. With a sample of 20 respondents, the degree of freedom ($df = n - 2 = 18$) and significance level ($\alpha = 0.05$) produced an r value of 0.4438. The validity test results data are displayed in the table below.

Table 1
Validity Test (Teacher's Positive Politeness Strategy)

Questionnaire Items	R table	R count	Information
1	0,4438	0,964	Valid
2	0,4438	0,754	Valid
3	0,4438	0,705	Valid
4	0,4438	0,601	Valid
5	0,4438	0,675	Valid
6	0,4438	0,668	Valid
7	0,4438	0,964	Valid
8	0,4438	0,786	Valid
9	0,4438	0,964	Valid
10	0,4438	0,797	Valid
11	0,4438	0,964	Valid
12	0,4438	0,537	Valid
13	0,4438	0,656	Valid
14	0,4438	0,640	Valid

Tabel 2
Uji Validitas (Students' Self-Efficacy)

Questionnaire Items	R table	R count	Information
1	0,4438	0,910	Valid
2	0,4438	0,639	Valid
3	0,4438	0,746	Valid
4	0,4438	0,746	Valid
5	0,4438	0,746	Valid
6	0,4438	0,470	Valid
7	0,4438	0,598	Valid
8	0,4438	0,716	Valid
9	0,4438	0,910	Valid
10	0,4438	0,910	Valid
11	0,4438	0,910	Valid
12	0,4438	0,910	Valid
13	0,4438	0,910	Valid
14	0,4438	0,716	Valid

Tables 1 and 2 present the results of the validity test for the two variables: teachers' positive politeness strategies (X) and students' self-efficacy (Y), each consisting of 14 items. As shown, all items have r count values greater than r table, indicating that each statement item validly measures the intended construct. These results demonstrate that all questionnaire items are empirically valid and capable of accurately representing the theoretical dimensions of the variables. Thus, both instruments meet the statistical requirement of construct validity and are appropriate for use in the subsequent data analysis.

Reliability Test

The reliability of a questionnaire is reflected in the stability or consistency of respondents' answers over a certain period of time (Sugiono et al., 2020). The reliability test was performed using Cronbach's Alpha to assess the internal consistency of the items in each questionnaire. The following table presents the results of the reliability test conducted

Table 3
Reliability Test

Variable	Cronbach's Alpha	Information
X	0,944	Reliabel
Y	0,953	Reliabel

The results are shown in Table 3. The reliability coefficients obtained were $\alpha = 0.944$ for the teachers' politeness strategies questionnaire and $\alpha = 0.953$ for the self-efficacy questionnaire. These coefficients exceed the commonly accepted threshold of 0.70, indicating excellent reliability. In other words, each questionnaire item consistently measures the same underlying construct. The high Cronbach's Alpha values confirm strong inter-item correlations and demonstrate that both instruments possess high internal consistency. Therefore, the measurement tools used in this study are valid, reliable, and suitable for further statistical analysis.

Classic Assumption Test Normality Test

The normality test evaluates the data used following the normal distribution (Isnaini et al., 2025) by comparing the actual data with the normal distribution that has similar averages and standard deviations. In this study, the method used to test normality is the *Shapiro-Wilk test*. The Shapiro-Wilk test was employed because it provides higher statistical power for small sample sizes ($n < 50$). The results of the normality test are presented in the following table.

Table 4
Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Politeness Strategy	.107	23	.200*	.938	23	.164
Self-Efficacy Level	.139	23	.200*	.943	23	.206

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

a. Lilliefors Significance Correction

The test results show that the politeness strategy variable had a significance value of 0.164, while the self-efficacy variable had a significance value of 0.206, both above the threshold of 0.05. These results indicate that the residuals are normally distributed, meaning that the model errors are random and not systematically biased in any direction. From a statistical perspective, the normal distribution of residuals suggests that the regression coefficients and significance tests derived from this model can be interpreted confidently. In addition, a visual check (e.g., *Q-Q plot* or histogram) can further confirm the symmetrical pattern of residuals, ensuring that no outliers or extreme skewness distort the distribution. Thus, the normality assumption was successfully met in this study.

Heteroscedasticity Test

The next assumption tested was heteroscedasticity, which examines whether the residual variance remains constant across different values of the independent variable. Violation of this assumption—known as heteroscedasticity—can cause standard errors to be biased, potentially leading to inaccurate significance levels and unreliable confidence intervals (Sabrudin & Suhendra, 2019).

The Glejser test was used in this study because it directly regresses the absolute residuals on the independent variable to identify whether residual variance changes systematically. This test was chosen due to its simplicity and effectiveness in detecting patterns of error variance within small-sample models. The results of the heteroscedasticity test are presented as follows.

Table 5
Heteroscedasticity Test

Model	Coefficients ^a			t	Sig.
	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	13.896	4.739		2.932	.008
Politeness Strategy	-.141	.090	-.323	-1.566	.132

a. Dependent Variable: ABS_RES

Based on the analysis, the *p*-value for the politeness strategy variable was 0.132, which is greater than 0.05. This indicates that there is no significant relationship between the residual variance and the independent variable, meaning that the residuals are homoskedastic or have constant variance. When residuals are homoskedastic, the model's *t*-values and *F*-values can be trusted for hypothesis testing. In contrast, if heteroscedasticity were present, it would be advisable to use robust standard errors or a weighted least squares approach to correct the bias. In this case, since the assumption is met, no such adjustment was necessary.

Linearity Test

The linearity test aims to verify whether the relationship between the independent and dependent variables is appropriately modeled as a straight line. A linear relationship indicates that changes in the independent variable correspond to proportional changes in the dependent variable, which is a key condition for using linear regression analysis. The results of the linearity test in this study can be examined in the following table.

Table 6
Linearity Test
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Self-Efficacy Level * Politeness Strategy	Between Groups	(Combined)	2920.467	15	194.698	5.757	.013
		Linearity	1743.170	1	1743.170	51.540	.000
		Deviation from Linearity	1177.297	14	84.093	2.486	.115
	Within Groups		236.750	7	33.821		
	Total		3157.217	22			

In this study, the test results showed that the significance value for linearity was 0.000 (< 0.05), while the significance value for deviation from linearity was 0.115 (> 0.05). The significant linearity result indicates a strong linear relationship between teachers' politeness strategies and students' self-efficacy. Meanwhile, the non-significant deviation result implies that there are no notable nonlinear patterns in the data that would require a polynomial or other nonlinear transformation.

Thus, all three classical assumptions (normality, homoskedasticity, and linearity) were met. These findings confirm that the regression model used in this study is statistically appropriate and reliable for estimating the influence of teachers' positive politeness strategies on students' self-efficacy in learning Indonesian.

Simple Linear Regression Analysis

This analysis is carried out to achieve the research objective, which is to find out how much influence two or more independent variables have on one dependent variable. The magnitude of this influence is measured using the regression coefficient formulated as follows.

$$Y = a + \beta X_1$$

The results of linear regression analysis in this study are shown as follows.

Table 7
Simple Linear Regression Analysis

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	12.933	9.282		1.393	.178
	Politeness Strategy	.896	.176	.743	5.088	.000

a. Dependent Variable: Self-Efficacy Level

Based on the table, the regression equation is obtained as follows.

$$\text{Self-Efficacy Level} = a + \beta \text{ Politeness Strategy}$$

$$\text{Self-Efficacy Level} = 12,933 + \beta 0,896$$

The regression constant ($a = 12.933$) indicates that when the *Politeness Strategy* variable (X) is at zero—meaning there is no application of politeness strategies—the predicted *Self-Efficacy Level* (Y) remains at 12.933. This value represents the baseline level of students' self-efficacy that exists independently of teachers' communication approach. Meanwhile, the regression coefficient ($\beta = 0.896$) is positive, showing that every 1-unit increase in the implementation of politeness strategies by teachers leads to an average increase of 0.896 units in students' self-efficacy scores, assuming other factors remain constant. This implies that teachers who consistently employ positive politeness strategies (e.g., using respectful language, offering appreciation, or showing empathy) are likely to foster stronger confidence and belief in students' ability to complete academic tasks effectively.

Uji Hypothesis

T test (Partial)

The partial test serves to identify the individual influence of each independent variable on the dependent variable, with the results which can be seen in the following table.

Table 8
T test (Partial)

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	12.933	9.282		1.393	.178
	Politeness Strategy	.896	.176	.743	5.088	.000

a. Dependent Variable: Self-Efficacy Level

The significance value ($p = 0.000$) is lower than the 0.05 threshold, indicating that the *Politeness Strategy* has a statistically significant effect on *Students' Self-Efficacy Level*. Thus, the hypothesis (H_1) stating that "teachers' politeness strategy positively influences students' self-efficacy" is accepted.

The standardized coefficient ($\beta = 0.743$) also suggests a strong positive relationship between the two variables (Cohen, 1988), where coefficients above 0.50 generally reflect a high effect size. In other words, as teachers increase the use of positive politeness strategies in classroom interactions, students tend to develop higher self-confidence and motivation to engage in learning activities.

Coefficient of Determination

The coefficient of determination (R^2) describes the percentage of contribution of the independent variable to the dependent variable. The results of the R^2 test in this study are presented in the following table.

Table 9
Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.743 ^a	.552	.531	8.20583

a. Predictors: (Constant), Politeness Strategy
b. Dependent Variable: Self-Efficacy Level

An R² value of 0.552 indicates that about 55.2% of the variation in student self-efficacy can be explained by the use of teacher politeness strategies. Meanwhile, the remaining 44.8% were influenced by other factors not covered by the model, such as the condition of the classroom environment, peer influence, and individual learning motivation.

Based on general standards in behavioral and social research, an R² value above 0.50 indicates a fairly high level of explanatory power. This indicates that teachers' politeness strategies have a significant contribution in shaping students' self-efficacy in the classroom.

In addition, the value of the regression coefficient ($\beta = 0.896$, $p < 0.05$) together with the value of R² (0.552) strengthens the evidence that teachers' politeness strategies have a strong and meaningful effect on students' self-efficacy. Practically, the implementation of mutually respectful and supportive communication not only increases students' confidence, but also strengthens their perception of their own abilities in the learning process.

DISCUSSION

This study aims to analyze the influence of teachers' positive politeness strategies on the level of students' self-efficacy in Indonesian learning. The results of the analysis showed a probability value of 0.000, which was below the significance limit of 0.05, so the research hypothesis was acceptable. This means that the teacher's positive politeness strategy has a partial effect on students' self-efficacy. Self-efficacy has a significant influence on the language learning process (Saputra & Sultoni, 2025). The influence appears in the individual's ability to learn, use, and survive challenges during the learning process. The higher the self-efficacy, the greater the individual's motivation and consistency in mastering the language he or she learns. This is because students with high self-efficacy exert all their potential and effort to achieve the expected goals (Amelia et al., 2022).

Self-efficacy represents a person's attitude in trying to control various events that can affect his or her life (Faizah et al., 2024). Control is useful for avoiding the unwanted and is a motivation in developing self-control. That way, individuals are confident in facing challenges and play an active role in determining the direction of their lives. Confidence brings a person to be able to complete various types of tasks with hard work (Hasmatang, 2019). Completion encourages individuals to design effective and sustainable learning strategies. In addition, individuals can adjust the conduciveness of the environment to support the achievement of their learning goals. Adjustments contribute to increasing a sense of responsibility and independence during the learning process.

Self-efficacy in this study can be formed through the application of politeness strategies. The strategy exerted a 55.2% influence on the variation in the level of student self-efficacy. This means that most of the changes in self-efficacy can be explained by the use of politeness strategies, while the remaining 44.8% are influenced by other factors outside the framework of this study model. Evidence of influence is supported by similar research (Tingginehe & Wijono, 2018; Azhar et al., 2022) which shows the connection of self-efficacy with communication. The context of the communication is about growing interpersonal, in contrast to this study which refers to the teacher's positive politeness strategy as a source of student self-efficacy.

Furthermore, it is different from previous studies (Dalimunthe et al., 2023; Khusrin & Anggraini, 2024) which only highlights the teacher's politeness strategy without associating it with other elements in learning, so that the influence of politeness on learning activities is not

seen in its entirety, this study presents a more comprehensive approach. This research offers innovation by linking the strategy of politeness in Indonesian learning with students' self-efficacy, as a new effort to answer problems that have not been revealed in previous studies. Thus, this study not only expands the scope of the study of politeness, but also provides practical implications for the development of learning strategies that are oriented towards strengthening students' self-efficacy.

Unlike previous studies that focused only on politeness in classroom discourse, this research establishes its psychological impact, thereby bridging the gap between linguistic politeness and motivational constructs. The bridging serves to reveal how politeness strategies affect students' perceptions and emotional engagement. These findings are expected to provide a more comprehensive understanding of the relationship between teacher communication and student learning motivation. In addition, the results of this study have the potential to be the basis for the development of a more empathetic and effective pedagogical interaction model in the educational environment. The basis for development can foster the success of interventions to increase self-efficacy based on the program design that is implemented to demand changes in students' beliefs (Li et al., 2022).

Teachers' use of positive politeness strategies – such as expressing appreciation, showing concern, and encouraging participation – can foster students' respect and belonging. This is in line with (Bandura, 1977) idea of 'verbal persuasion' as one of the four main sources of self-efficacy which suggests that supportive communication increases confidence in one's abilities. Growing self-efficacy can be a variable in increasing students' interest in learning (Sandi, 2017). When self-efficacy is at a high level, students are more confident in facing academic challenges. This belief encourages activeness, diligence, and involvement in the learning process.

Different from general self-confidence, self-efficacy is specific, so students can have different beliefs for each subject or task, including language learning (Quan et al., 2025). This specific self-efficacy allows students to choose the learning strategies that best suit their field of expertise. Therefore, understanding the level of self-efficacy can be an important basis for designing more effective learning approaches. This kind of approach supports students by building connectedness through empathy, improving competence through constructive feedback, and fostering independence by respecting students' perspectives (Derakhshan & Ghiasvand, 2024). Thus, strengthening students' self-efficacy not only improves academic achievement, but also encourages active engagement and ongoing learning motivation.

The study's contribution ensures theoretical suitability with a focus on how self-efficacy shapes engagement in education (Zhai & Li, 2025). These findings provide important insights for the development of learning strategies that can increase student motivation and participation. In addition, the results confirm the importance of strengthening students' self-confidence as a key factor in an effective learning process. Confidence takes the form of determination to succeed (Derakhshan et al., 2022). Resilient learners typically have higher levels of self-efficacy, seeing challenges not as obstacles, but as opportunities to grow and develop. A clear, supportive, and motivating teacher's communication strategy can further strengthen this self-efficacy. With the right communication approach, teachers encourage students to actively participate and face learning challenges with confidence.

Facilitation for teachers in practicing the use of proper communication is essential to improve students' self-efficacy (Nagle et al., 2025). Through this training, teachers can develop communication strategies that encourage active participation and strengthen students' confidence. Ongoing support for teachers is also needed so that effective communication practices can be applied consistently in learning. This interaction that is built between teachers and students emphasizes the central role of self-efficacy in driving students' academic success as well as personal growth (Ma & Xu, 2025). Therefore, teachers need to implement supportive communication and provide positive feedback consistently. This approach not only boosts students' self-confidence, but also builds their intrinsic motivation to study actively and independently.

Based on the various findings in this study, there are a number of limitations in the discovery process. These limitations include that the research was only conducted in one class

(XI-1) out of a total of three classes at SMA Muhammadiyah 4 Surabaya, which was 23 students out of 74 total population. This leads to limitations in the generalization of the results of the study because the sample does not represent the entire population of grade XI students at large. In addition, the research context is limited to one school only. This makes it difficult for researchers to generalize the results to a broader educational context. The difficulty lies in its own characteristics that are not necessarily similar to other schools, both in terms of institutional culture, teacher teaching style, and student background.

As a strategic step for further research, it can do several things, namely expanding the number of samples, covering more classes or even cross-schools with similar characteristics so that the results are more representative and can be generalized more widely. This is needed to test the consistency of results and expand understanding of the influence of politeness strategies on students' self-efficacy in various educational contexts. In addition, it can apply a mixed-methods design that combines questionnaires and classroom observations to explore how politeness strategies manifest in real-world interactions between teachers and students.

CONCLUSION

By referring to the research process above, the teacher's positive politeness strategy in learning Indonesian has an influence on students' self-efficacy. This shows that a communication approach that respects, supports, and motivates students can increase their confidence and confidence in undergoing the learning process. Positive interaction between teachers and students not only strengthens emotional connections, but also creates a conducive and supportive learning environment. Therefore, a positive politeness strategy not only impacts the affective aspects of students, but also on their overall academic achievement. These findings reinforce the importance of the role of teachers in building empathetic and constructive communication in the classroom.

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