

ABSTRACT

This study aims to describe the forms of dyadic communication between fathers and children and to analyze its role in shaping the self-confidence of students at the Faculty of Social and Political Sciences, Universitas Malikussaleh. This study employed a qualitative approach with a descriptive method. The research informants consisted of seven students selected using purposive sampling based on predetermined criteria. Data were collected through interviews, observation, and documentation, and then analyzed through data reduction, data presentation, and conclusion drawing. The findings show that the forms of dyadic communication between fathers and children differ among the informants. These differences can be seen through DeVito's five characteristics of interpersonal communication, namely openness, empathy, supportiveness, positiveness, and equality. Openness is reflected in students' ability to share stories and problems with their fathers, while empathy and supportiveness are demonstrated through attention, advice, and encouragement provided by fathers. Positiveness and equality are reflected in fathers' appreciation of their children's opinions and the opportunity given to students to express their own decisions. Differences in communication quality are influenced by emotional closeness, fathers' characteristics, interaction intensity, and family relationship patterns. The study also found that dyadic communication between fathers and children contributes to the development of students' self-confidence. Open, supportive, and positive communication provides students with a sense of being valued, accepted, and supported, thereby helping them become more confident in their abilities. However, students' self-confidence is not solely influenced by communication with their fathers, but also by family support, social environment, and personal experiences.

Keywords: dyadic communication, father and child, interpersonal communication, self-confidence, university students.