

Building a Positive Relationship Between Teachers and Students

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Abstract

The purpose of this study is to find out educators in building positive relationships between teachers and students in the learning process. Educators are also invited to be more aware of the importance of a positive relationship between educators and students and how to initiate positive interactions during the learning process. This research is a library research. Data sources are books and electronic scientific articles. The data collection technique is to search for data online through the Google Scholar database. Meanwhile, data analysis in this study used content analysis. The results of this study show that an educator regarding teacher and student relationships can improve, and educators can determine the right plan that can be carried out.

Keywords: Teacher's Role, Teacher and Student Relations



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INTRODUCTION

Wuju and Putra (2020: 12) argue that technological advances and scientific developments in the current era are very clear from the development of education which is increasingly advancing human resources who are ready to compete. Education has a very dominating influence on development in every human being which is inseparable from a process and the hard work of a teacher and students to jointly build and shape students' personalities who are ready to compete globally. For this reason, the teacher plays an important role in learning strategies by applying varied, innovative and fun learning methods, so that everything can run smoothly and well there must be good communication between the teacher and students.

Wibowo and Farnisa (2018:1) argue that education is the most important thing to prepare for future success. According to Suparlan stated that education can be achieved by means of education in schools and general education, where education in schools is an obligation for all Indonesian citizens whose government itself requires 9 years of compulsory education, while general education is implemented in the family, school and community environment so that the family is one of the institutions that have duties and responsibilities in achieving educational goals for children. Education has three main components, namely teachers, students and curriculum, where these three components cannot be separated and these components are in the school environment so that the process of teaching and learning activities can run as desired.

Kirom (2017: 71) says that the function of the curriculum in the learning process is a tool for achieving educational goals. The curriculum has supporting components that mutually support each other, one of these components is the teaching and learning process component where the teaching and learning process is very important in a learning process. The ultimate goal of the teaching and learning process is the occurrence of changes in children's behavior, this component also has a close relationship with the learning atmosphere in the classroom and outside the classroom.

Yestiani & Zahwa (2020:42) state that in teaching and learning activities, the teacher has a very important role in making the knowledge taught acceptable to existing students. The teacher's role in the learning process is as an informant/communicator, organizer, conductor, motivator, director and mentor, originator of ideas, area disseminator, facilitator, evaluator, and educator. In the process of teaching and learning the role of the teacher cannot be ruled out, because learning is the interaction between teachers and students which results in changes in behavior. At school, the teacher is one of the main determining factors in improving the quality of education.

Rizawati argued that learning is the key to success in the world of education, because in essence education is learning. Basically learning as an interaction between teachers and students in a certain environment in order to achieve the common goals of education itself. In the learning process the teacher has the task of providing learning services that not only pay attention to the intellectual development of their students, but teachers must pay attention to the personal development of all students regarding what motivates their learning. In addition, a teacher must provide enthusiasm and encouragement so that students can learn as much as possible (Amalia, Maknun 2021:21).

Brown (2004) defines teacher and student relationships as relationships built by teachers and students on the basis of trust and respect. A teacher who has a positive relationship with his students is able to make his students feel competent, competent, creative, make students get higher achievements because they have good communication with their teachers, create positive behavior and increase student motivation involvement, reduce student anxiety when they interact with teachers, and encourage students to interact more often and take risks to use the language. (Amaliah and Sudana 2021:243)

Creasey et al (2009) classifies the teacher-student relationship into two dimensions, namely positive and negative. A sign of a positive teacher-student relationship is a high teacher connectedness score, teacher connectedness being associated with how close or connected students feel to their teacher. Students who have a strong relationship with their teacher will lead to better learning outcomes and higher academic achievement compared to those who have a negative relationship with their teacher or perceive their teacher as not supporting them.

On the other hand, a negative teacher-student relationship is associated with high levels of student anxiety, especially when they interact with their teacher. Student anxiety is specifically defined as a feeling of anxiety or anxiety when students need or have to interact with their English teacher during the writing process; for example asking about assignments or other things that are difficult to understand and they need the teacher's help to solve the problem. Students who feel neither anxious nor afraid are students who feel connected to their teacher (Amaliah and Sudana 2021:243).

RESEARCH METHOD

This research uses a type of qualitative research in the form of library research. Literature study is related to theoretical studies based on data in the form of notes, books, papers or articles, journals and other scientific literature references. The scientific literature which is the subject of study in this research is in the form of books, journals and scientific articles related to the chosen topic. The data collection technique in this study was carried out by conducting online reference searches through several database sources. Writing uses a database source, namely Google Candika. The articles used are articles related to the theme to be discussed. Meanwhile, the data analysis in this study used the content analysis method.

RESEARCH RESULTS AND DISCUSSION

Positive, Sensitive, Responsive and Individual Attention

Bowman in his book *A Matter of Trust* (2002:77) argues that teachers who are warm, sensitive, and responsive not only show warmth and sensitivity in interacting with children, but also individualize their responses. Individual responsiveness to children requires teachers to observe and reflect on their interactions with each child in the class. Beginning teachers may believe that it is important to behave the same way with every child to avoid favoritism. We suggest that, instead, we suggest that expert teachers are flexible enough to individualize their interactions.

Bowman in his book *A Matter of Trust* (2002:77) argues that warm, sensitive, and responsive individual interactions with children tend to do two things. First, such interactions negate the difficult child labor model of the child-adult relationship. If the teacher does not reject a child, or behaves inconsistently, but instead acts as if the child is part of a group of children who will form a mutually respectful community, the child's model of working relationships will not work. The teacher does not play his role in the exchange. Second, when teachers are consistent and positive, children begin to believe that they will continue to do so. With this trust and with the lack of assertiveness of established interaction patterns, children and teachers are able to build new and different relationships. Once this is established, there may be modifications to the child employment relationship model.

Variations in Warm and Individual Responses

Mu'min (2014: 68) argues that individual variation is an aspect that must be considered in the learning process. These variations include learning and thinking styles, intelligence and personality. Style is not an ability but a person's preferred way of using his or her abilities. Each individual has a number of learning and thinking styles, the impulsive/reflective style which is also called the conceptual tempo is a dichotomy of the difference between the tendency to act quickly and impulsively with the tendency to spend more time responding or thinking about (reflect) the accuracy of an answer. The deep/shallow style is the extent to which students go through the learning process in a way that helps them understand the meaning of the material or simply learn what needs to be learned.

Intelligence is problem-solving skills and the ability to adapt and learn from everyday life experiences. According to Stenberg's Triarchist theory, intelligence appears in analytical, creative and practical forms. Meanwhile, Gardner suggests eight types of intelligence, namely: verbal, mathematical, spatial, body-kinesthetic, musical, intrapersonal, interpersonal and naturalist intelligence. Personality is defined as the distinctive thoughts, emotions and behaviors that characterize the way individuals adapt to their world. Psychologists identify the big five or the big five personality factors, namely emotional stability, extraversion, openness to experience, agreeableness and conscientiousness. Another thing that is also related to personality is temperament which is defined as a person's style of behavior and a typical way of responding. Psychologists identify three basic temperament styles namely, easy, difficult, and slow-to-warm-up.

Time Circles as Routine Contexts

Barbara T. Bowman in her book *A Matter of Trust* (2002:78) says in building a positive relationship between teachers and students by doing pre-learning activities (Circle Time). Circle time can help children feel part of a group, can be valuable time for building community, and teaches children about listening. But circle time in kindergarten and kindergarten is also often difficult for children. They were asked to sit in one place, share the

teacher's attention, and listen to the others. Children who have problems with regulation and control and who are preoccupied with their relationship with teachers have a hard time sticking to warm, friendly, and firm routines. She never gets angry and her tone and words don't reject children, even when she tries to change their behavior.

Teacher Behavior

Nawawi (2019) argues that the role of a teacher in the process of advancing education is very important. Therefore the task carried out by the teacher is not easy. The heavy burden that is carried by a teacher as mandated by Article 3 of Law Number 20 of 2003 concerning the National Education System functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing students to become human beings who believe and fear piety to God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.

Yestiani and Zahwa (2020: 42) argue that in teaching and learning activities, teachers have a role that is quite important in making the knowledge taught acceptable to existing students. Not only has a role to teach science, there are many roles of the teacher in the learning process. The role of the teacher in the process of teaching and learning activities namely:

1. Teachers As Educators. Teachers are educators, figures, role models and identification for the students they teach and their environment. Therefore, of course, being a teacher must have certain standards and qualities that must be met. As a teacher, it is mandatory to have a sense of responsibility, independence, authority, and discipline that can be used as an example for students.
2. Teachers As Teachers. Teaching and learning activities will be influenced by various factors, ranging from maturity, motivation, relationship between students and teachers, level of freedom, verbal abilities, teacher communication skills, and a sense of security. If these factors can be fulfilled, then teaching and learning activities can take place well. Teachers must be able to make things clear to students, even skilled at solving various problems.
3. Teachers As Learning Resources. The role of the teacher as a learning resource will be closely related to the teacher's ability to master the existing subject matter. So that when students ask something, the teacher can swiftly and responsively answer student questions using language that is easier to understand.
4. Teachers as Facilitators. The role of a teacher as a facilitator is in providing services so that students can easily receive and understand the subject matter. So that later the learning process will be more effective and efficient.
5. Teachers As Guides. The teacher can be said to be a travel guide, which is based on his knowledge and experience and has a sense of responsibility for the smooth running of the trip. This journey is not only physical but also a more complex and deep mental, creative, moral, emotional and spiritual journey.
6. Teacher As Demonstrator. The teacher's role as a demonstrator is to have a role which can show attitudes that can inspire students to do the same things even better.
7. Teachers As Managers. In the process of teaching and learning activities, the teacher has a role in controlling the climate that exists in the atmosphere of the learning process. It can be likened to if the teacher becomes the captain who holds the helm and brings the ship on a comfortable and safe journey. A teacher must be able to create a conducive and comfortable classroom atmosphere.

8. Teachers As Advisors. The teacher's role is to be an advisor to his students as well as to parents, even though the teacher does not have special training to be an advisor. Students will always be faced with the need to make a decision and in the process need the help of the teacher. In order for the teacher to understand well his role as an adviser and deeper confidant, the teacher should have studied personality psychology.
9. Teachers As Innovators. The teacher translates the experience he got in the past into a more meaningful life for his students. Because the ages of teachers and students may be too far apart, of course teachers have more experience than students. The teacher's task is to translate valuable experience and wisdom into a more modern language which is acceptable to students.
10. Teachers As Motivators. The process of teaching and learning activities will be successful if the students in it have high motivation. Teachers have an important role to foster motivation and enthusiasm in students in learning.
11. Teachers As Trainers. The process of education and learning certainly requires skill training, whether it's intellectual or motor. In this case the teacher will act as a coach to develop these skills. This is emphasized more in the 2004 curriculum which has a competency base. Without training, of course a teacher will not be able to demonstrate mastery of basic competencies and is not proficient in skills that are in accordance with standard material.
12. Teacher As Elevator. After the learning process takes place, of course a teacher must evaluate the results that have been carried out during these learning activities. This evaluation is not only to evaluate student success in achieving goals in teaching and learning activities. But it is also an evaluation for the success of teachers in implementing teaching and learning activities.

According to Adzkiey, there are several things that underlie the roles and responsibilities of a teacher, especially in the process of education and training for the development of spiritual health (devout), including:

1. Before carrying out the training and education process, a teacher must really understand the mental, spiritual, moral, talent, interest, then the educational activity process will be able to run well.
2. Building and developing the motivation of their students continuously without feeling hopeless. If this motivation is always alive, then educational or training activities can run well and smoothly.
3. Guiding and directing their students so that they can always believe, think, have emotions, behave and behave positively with the paradigm of divine revelation, sayings, and prophetic examples.
4. Provide a deep and broad understanding of the subject matter as a basis for theoretical and objective, systematic, methodological, and argumentative understanding
5. Provide a good and correct example of how to think, believe, have emotions, behave, and behave in a correct, good and commendable manner both in front of God and in everyday life.
6. Guiding and setting an example on how to carry out these services will lead to self-change, recognition and encounter with one's essence, recognition and encounter with one's god and produce spiritual health.
7. Maintain, control and protect students both physically and mentally during the education and training process, so as to avoid various kinds of disturbances.
8. Explain wisely (wisdom) what their students ask about issues they do not understand.

9. Provide a special place and time for students so that they can support the success of the educational process as expected. (sopian 2016: 89).

Bowman in his book *A Matter of Trust* (2002:77) argues that teacher behavior functions to provide positive, sensitive, responsive and individual attention to children. These behaviors include: Teacher talk; Provide warning before transitions and new experiences; Validating children's experiences and feelings; Engage in learning with children; Be consistent and firm; make plans; Avoid power struggles; Supporting children's positive behavior and learning; Maintaining high expectations; and Give positive attention.

CONCLUSION

Teachers who are positive, sensitive, and warm are nothing new in the world of education, but it is an important role for an educator to implement so that students feel safe when they are with them. Effective teachers are described as warm and sensitive teachers, they also individualize their interactions with children. With their interactions with children that are individual and responsive, they are able to build positive and trusting relationships between teachers and children. Individual and responsive interaction is not an easy task for teachers who work with groups. Among other things teachers should keep in mind is their theory of involvement working with many different children, where a warm response must be individual. Effective teachers can build positive teacher-child relationships using a variety of behaviors or strategies with children. These individual strategies reflect warmth and engagement with children's emotions and life experiences, coupled with consistent behavior and a belief in the importance of high expectations and high achievements.

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