

**Using Human Behavioural Dimensions to Investigate the Practice of
Teacher-Students Relationship in Indonesian EFL Classroom:
A Qualitative Study of an EFL Teacher in Indonesia**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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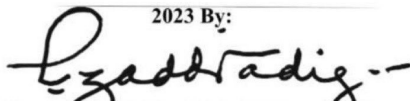
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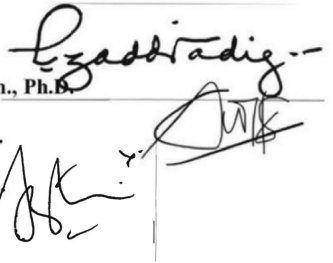
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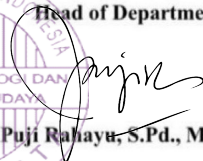
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In the name of Allah SWT. The Most Merciful who has bestowed abundance of His mercy and grace upon me; the writer. So that I can complete this thesis with ease. And shalawat and greetings to our Prophet Muhammad SAW.

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11. And all the people who always love me, pray for me, and help me.

Yogyakarta, 25 January 2023

Author,

A handwritten signature in black ink, consisting of a large, loopy initial 'A' followed by several vertical and horizontal strokes that form the rest of the name.

Aisa Ayudia Nathania

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STATEMENTS OF WORK'S ORIGINALITY

I am Aisa Ayudia Nathania, and I declare that the thesis I made is the real result of my own work and did not take any report from anyone else.

Yogyakarta, 25 January 2023

Author,



Aisa Ayudia

Nathania NIM.

19322063

MOTTO

"Indeed, those who believe and do righteous deeds will have gardens beneath which rivers flow which is a great achievement." (QS. Al-Buruj: 11).

DEDICATION

I dedicate the results of my hard work to myself, thank you Aisa Ayudia Nathania for doing your best no matter how difficult the situation is. I dedicate this thesis also to my parents, Papa Anis Dharmawan and Mama Widhy Wahyuni Hidayati, my sister Annisa Prajna Nurfajri, Aba Umar Arsal, my fiance Firman Arif Rachman, and my best friend Rahayu Nurfatimah. May Allah give us all blessings for everything we do, may Allah protect us wherever we are, and may Allah always give us all the convenience of what we strive for.

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ABSTRACT

The existing empirical studies in teacher-students relationship (TSR) in either EFL or non-EFL contexts has been extensively studied by scholars in this field. However, little is known about the human behavior dimensions in the practice TSR in the class. Therefore, this study aims to investigate which of the human behavioral dimensions that an Indonesian EFL teacher employs when she practices TSR in her classroom. Grounded in the qualitative research, data of this study are collected through semi-structured interviews. The findings of this study indicate that the dimension of agency behavior is incompatible with teacher behavior towards students, while the dimensions of communion behavior are more in line with what the teacher has practiced during her interaction with students in the classroom. The implications of this study suggest that Indonesian EFL teachers seem to be engaged as a classroom community that builds a good relationship with her students.

Keywords: teacher-student relationship, human behavior dimension, agency, communion, Indonesian secondary teacher

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

The teacher-student relationship (henceforth: TSR) could be an essential aspect in the EFL Secondary School contexts. A good or positive relationship between teachers and students has a high probability of influencing the interpersonal feelings of teachers and students inside and outside the classroom. Some educators believe that a good TSR is an important aspect of the learning and teaching process (Zhu, 2013). As this is an important aspect of teaching and learning, many scholars have addressed the idea of TSR in their studies. Some experts agree that the TSR is a very influential and very important aspect of the school environment (Ibrahim & El Zataari, 2020; Pomeroy, 1999; Roorda et al., 2017).

The importance of TSR has been pointed out by Krane et al. (2017) as an aspect of teaching and learning that is closely related to students' mental health. They argue that schools are not only centers for teaching and learning, but also a place for students to develop, grow, even a center for mental health development. Therefore, a good relationship will create a feeling of psychological attachment to students which makes students go to school every day with feelings of pleasure (Ibrahim & El Zataari, 2020). More specifically, to explore students' perspectives on the importance of development and their experiences of TSR in secondary schools, Krane et al. (2017) reported that positive TSR values will promote well-being in schools. This

shows that the importance of small acts of kindness is very valuable for TSR. Vice versa, bad actions will also affect various aspects of the teaching and learning process. In the same vein, Hagenauer et al. (2015) found that TSR is the biggest thing that influences various aspects in the school context, including feelings. Positive relationships will cause feelings of joy, while negative relationships will cause feelings of anger and anxiety.

The empirical studies cited above show that TSR has been studied extensively by experts in non-EFL contexts. However, little is known about human behavioral dimensions of TSR in Indonesian EFL classrooms. Therefore, this study aims to investigate which of the human behavioral dimensions that an Indonesian EFL teacher employs when she practices TSR in her classroom. This study provides a practical contribution for EFL practitioners and students in Indonesia to practice TSR in their classes and pay more attention to the existing dimensions of human behavior. Teachers can build strong interpersonal relationships and know the dimensions of their behavior as implications for good TSR in a good school environment. Garvik et al. (2014) reported by Krane et al. (2017) stated that "Adolescence is a vulnerable period, marked by a major developmental transition point, and some students experience mental health problems during high school". Therefore, the main consideration in conducting this research is that high school students are in a phase of human age that is quite vulnerable. This is usually constructed in adolescents who are more emotionally unstable than children or adults. Teenagers also have their own opinion or mindset, and have a high curiosity to try new things.

1.2. Identification of Problem

According to Drugli and Hjemdal (2013), poor TSR contains a high level of conflict and negative emotions, which causes frequent disputes in the interactions between teachers and students. The TSR which is categorized as a negative relationship is usually caused by a lack of mutual respect between the teacher and students, lack of attention, and communication, which can lead to misunderstandings. Other bad behavior that can cause conflict in TSR which cause various problems both inside and outside the classroom include stress/burnout (Claessens et al., 2017), mental health problems (Hagenauer et al., 2015; Joyce, 2019), school discomfort (Ibrahim & El Zataari, 2020), interpersonal emotion (Hagenauer et al., 2015; Joyce, 2019) and even the risk of dropping out (Pomeroy, 1999). Conflicts inside the classroom, especially the EFL class, are usually caused by differences in the language used with the mother tongue, which can create misunderstandings or miscommunication (Opdenakker et al., 2012).

1.3. Problem Limitation

As this study aims to investigate human behavioral dimensions of TSR in Indonesian EFL classroom settings, therefore the problems in this study are limited only to anything related to human behavioral dimensions employed by teachers in the classroom.

1.4. Objectives

This study aims to investigate which of the human behavioral dimensions that an Indonesian EFL teacher employs when she practices TSR in her classroom.

1.5. Research Question

The question of this study is formulated as follows: What human behavioral dimensions are practiced by an Indonesian EFL teacher in the classroom's teacher-students relationship?

1.6. Significance of the study

This study gives a practical contribution to EFL practitioners and students in Indonesia to practice TSR in their classrooms. Both teachers and students are expected to respect and appreciate each other, improve communication, and care for each other more. Teachers can build strong interpersonal relationships and know the dimensions of their behavior as the implications of good TSR in a good school environment.

CHAPTER II

LITERATURE REVIEW

2.1. The Importance of TSR for Successful Learning

TSR is a general interpersonal relationship from which teacher and students are bound to each other through daily interactions (Claessens et al., 2017). Therefore, this kind of interaction is the foundation of the TSR and good interaction between teacher and student is an important key to a successful learning environment (Opdenakker et al., 2012; Pomeroy, 1999), and (Zhu, 2013). As one of the most prominent features of education (Pomeroy, 1999), TSR can determine behavior (Yu & Zhu, 2011) and are highly affective, democratic, supportive, warm, and understanding (Claessens et al., 2017; Ibrahim & El Zataari, 2020) included in the EFL class. In addition, TSR is an influential factor for several aspects of education, such as academic achievement and student motivation (Bear et al., 2014; Börekci & Aydin, 2020; Claessens et al., 2017; Minott, 2022 and Ottosen et al., 2017), mental health (Hagenauer et al., 2015; Joyce, 2019), sense of comfort or sense of school belongings (Ibrahim & El Zataari, 2020), and interpersonal emotion (Hagenauer et al., 2015; Joyce, 2019). In its daily interaction, TSR can be positive or negative. Hagenauer et al. (2015) point out that positive relationships are characterized by fun, joy, and high motivation and this positive relationship is believed to be one of the main reasons for teachers to be passionate about teaching. Meanwhile, negative relationships are

reflected by the presence of many conflicts, which potentially is the main source of stress and negative emotions (Evers et al., 2004; Hagenauer et al., 2015; Yoon, 2002).

2.2. Interpersonal theory and Model of Interpersonal Teacher Behavior (MITB)

Building a good TSR is not only the responsibility of the teacher but also of the students (Krane et al., 2017) as both teachers and students have an important role in creating a positive TSR. Human relationships require reciprocal interaction, so does TSR. Reciprocal relationships can also be called interactions. The interaction that occurs in teacher-student is the strongest factor in the relationship that will promote students' cognitive and affective development (Arends, 2001). Good quality of interaction is an important aspect in the learning environment which also affects existing interpersonal relationships (Gob & Fraser, 2000).

Claessens et al. (2017) studied interpersonal theory of Horowitz and Strack (2011) in which this theory is important and related to human relationships, including TSR. This theory focuses more on open than closed interactions. Whittingham (2017) asserts that Interpersonal Theory has three core principles; Interpersonal Complementarity (IC), Interpersonal Rigidity: Linkages to Psychopathology (IRLP), and The Principle of Circumplex Structure and Attachment Dimensions (PCSAD). He argues that interaction or the reciprocal relationship in this theory is a social function in which it is operationalized through an interaction pattern that starts from one individual. When the interaction is responded to by others, it becomes a

complementary repetitive interaction. Thus, interaction in interpersonal theory begins with an inducement/invitation from one person (for example, warmth) to another, who then expects a similar (warmer) reaction in return (Whittingham, 2017) likewise, a negative invitation or response will result in repeated negative interactions (IC). He continues his argument that human interaction as a child will determine how that human will interact as an adult (IRLP), and in the interaction it is possible that poor response and abandonment happens (PCSAD). The three principles contained in Interpersonal Theory explain how this theory contributes to human relationships, including in TSR.

Based on interpersonal theory, human relations can be seen from two behavioral dimensions; agency and communion. In the context of EFL class, agency can be interpreted as dominating, leading, controlling, and having greater influence, so that it will create the expected reaction, compliance and a sense of disdain. While communion can be defined as a friendly relationship, such as the teacher's concern for students, which will create a friendly (expected) reaction and warmth as well. Interpersonal theory can work in a balance between these two dimensions (agency and communion) in human relations, including in TSR. However, between teachers and students there are also those who interact by expecting behavioral dimensions (which are unequal) depending on the dimensions they need/expect more from the interlocutor (can be teachers or students) (Kiesler, 1996). The two dimensions (agency and communion) contained in this interpersonal theory are known to have an important role for the quality of TSR (Claessens et al., 2017).

In conceptualizing interpersonal theory in the classroom in more depth, Wubbels, Creton, and Hooymyers (1985) decided to develop TSR as a Model of Interpersonal Teacher Behavior (MITB), to describe teaching related to TSR that focuses on interpersonal behavior on teacher-students interaction. MITB was developed by Leary (1957) as a model for diagnosing interpersonal behavior (den Brok et al., 2006; Yu & Zhu, 2011) MITB specifically discusses eight important parameters i.e., directing, supporting, understanding, acquiescing, hesitating, objecting, confronting, and imposing, of teacher interpersonal behavior (Claessens et al., 2017) Those eight parameters are closely related to interpersonal theory because they could be grouped into two interpersonal theory dimensions - agency and communion and used to investigate the interaction or interpersonal behavior of teacher-student relationship. The integration of these two theories is illustrated in table 1 below.

Table 1. The integration of behavior dimensions and teacher interpersonal behavior

Behavior dimension				
	Agency	Example	Communion	Example
Teacher Interpersonal Behavior	Hesitating	Doubting the abilities and opinions of students, distrusting	Directing	Directing students' abilities and potential

	students.		
Objecting	Not willing to help students, not teaching students wholeheartedly, not informative.	Supporting	Provide motivation and appreciation to students.
Confronting	Forcing students to face something beyond their ability.	Understanding	Listen with interest and care, empathize, accept apologies, be patient and open to students.
Imposing	The teacher forces things that students don't like, the teacher forces students to obey the teacher.	Acquiescing	Approving and respecting student opinions, giving students opportunities to express their opinions.

2.3. Relevant Studies of TSR in EFL Settings

Andrews (2016) in his research examines the interaction relationship between US teachers and US high school students from Mexico. This study aims to determine whether the interaction relationship between US teachers and Mexican students affects or is related to dropout rates and academic achievement. He found that there was a relationship between interaction and academic achievement and dropping out because Mexican students felt neglected and ignored by the teacher. Based on the results of his research, teachers can overcome these problems in a more responsive and aware way with cultural differences that will affect their interaction relationships. Teachers should understand Mexican students better by being more sensitive, paying more attention, and adapting the way they interact.

Meanwhile, Ottosen et al. (2017) also examines the high dropout rate in Norway due to social changes and the lack of bonding between teacher-students which causes a lack of communication and attention. Their research aims to improve the understanding, experience, views of teachers and principals on the high dropout rate in Norwegian high schools. Their research uses qualitative methods; focus-group interviews & individual semi-structured interviews. They concluded that social change was a possible factor underlying the high dropout rate. Teacher-student relations have deteriorated since the implementation of the new educational reforms, and the syllabus has become increasingly theoretical, reducing its practical value to many students. The limited knowledge, skills, and academics of students reduce the quality of teaching. Apart from dropping out of school, it can be prevented by

providing students with better guidance regarding their choice of education, study programs according to students' interests, and active parenting involvement.

Another study by Zhu (2013) examined the thinking styles of teachers and students related to TSR, and their preferences for teacher-student interpersonal behavior. The results showed that there were differences between the thinking styles of students and teachers as well as student preferences for teachers which made the teacher-student relationship less than optimal. Teachers are asked to better accommodate students' styles and preferences to be more conducive to student achievement, adjust teaching and interactions with students in a balanced way, reduce some of the dominant interpersonal behaviors, because teachers are too strict and stick to existing rules when making decisions or actions, optimizing the situation so that a strong learning environment can be developed is also important, these aspects are related to TSR because positive interpersonal relationships between teachers and students can create a pleasant learning environment and automatically TSR will be closer and positive.

In addition, Minott (2022) in his research also examines the interpersonal characteristics of teachers who are valued by students with the aim of knowing what characteristics of teachers are assessed by high school students in Bandung. The interpersonal characteristics of teachers are related to TSR because the characteristics of teachers that are liked or appreciated by students will improve teacher-student relationships for the better. This study revealed that the characteristics that students value are the affective and pedagogic characteristics of the teacher, including the

teacher who is caring, adaptable, empathetic, professional, has a good personality, and has humor. Humor here is considered quite important for relationships, because teachers who include humor in teaching get a + and tend to entertain students. This creates a positive and fun classroom environment. This research also reinforces the idea that students' voices should be included in every discourse about teaching and learning, because students have views and they also express their opinions clearly when given the opportunity. Teachers must maintain and utilize their affective and pedagogical characteristics, otherwise it can result in negative impact on TSR in the long term.

Those previous studies cited above show interactions between teachers and students that can affect aspects of education, such as academic achievement, mental health, interpersonal relationships or TSR (Andrews, 2016; Minott, 2022; Ottosen et al., 2017; Zhu, 2013) They argue that a lack of understanding, attention, and communication can have a negative impact on TSR. In addition, TSR can be developed when teachers can improve communication, be more responsive to all students' backgrounds including cultural differences and have a positive attitude towards students. Although many studies have been conducted to examine TSR as indicated above, little is known about investigating the human behavioral dimensions of TSR in Indonesian EFL classroom settings or those related to human behavioral dimensions using interpersonal theory reflected in the MITB. Therefore, this study aims to investigate which of the human behavioral dimensions that an Indonesian EFL teacher employs when she practices TSR in her classroom.

2.4. The Flow of Reviewed Literature

The literature of this study suggests the importance of TSR in the EFL context, which implies that a good relationship between teachers and students could facilitate a successful learning. TSR itself is grounded from interpersonal theory that is developed further into MITB. The most salient parameters of MITB include agency and communion. The flow of the literature reviewed has been concluded in the figure 1 below.

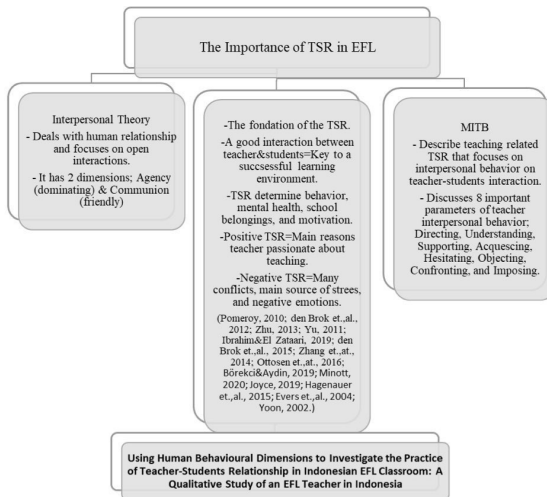


Figure 1: Flow of reviewed literature

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This study is qualitative research. The consideration of using a qualitative paradigm is to understand the human behavioral dimensions that an Indonesian EFL teacher employs when she practices TSR in her classroom. To be more specific, the research design employed in this study is a basic qualitative study (Merriam, 2009, p.22). My consideration for using a basic qualitative study is because the main purpose of this research is “interested in understanding the meaning a phenomenon has for those involved” (Merriam, 2009, p.23). In addition, this design can also collect more in-depth research information about the dimensions of TSR human behavior in EFL classes which can be processed with predetermined themes (agency and communion) and making it easier for me to process the data.

3.2. Setting and Participant

The setting of this study is at a public senior high school, which is located in Yogyakarta, Indonesia. This school is equivalent to a high school that prioritizes religious values (Islam) in its curriculum. The reason I chose this school is because this school has many outstanding students, either at the national or international level. This school has also sent many of its students to study abroad.

Meanwhile, the participant recruited in this study is an English teacher. The reason I chose an English teacher at this school is because the teacher here has an age gap from the students, which requires the teacher to also adjust the students who are considered to be in their teens. I got access to this school and got participants here because I did the *Praktik Pengalaman Lapangan* (PPL) course at this school. This makes it easier for me to retrieve data and perform PPL at the same time.

3.3. Data Collection

To collect data, I conducted a semi-structured interview with the teacher via WhatsApp chat. I chose the interview via WhatsApp chat because the interviewees had quite a difficult time, and we also tried via telephone but there were signal and device problems. So the interviewees suggested via chat only so she could think and compose words longer. Initially, data will be taken by observation not by interview. Observations were also made. At that time I only had one chance to observe because next week the school was about to take a final test. But when I observed in the class, the teacher entered the class as a homeroom teacher, not as an English teacher. Even though there are many dimensions of teacher behavior shown, the data is still out of context. So, after I discussed it with the teacher and supervisor, an interview was the possible choice to replace classroom observation. For this purpose, I manage to formulate some basic questions that will give the desired answer. This interview was conducted all in Indonesian language. The focus of the interview was to find out what human behavioral dimensions of the teacher-student relationship in the classroom

emerged. Other related human behavioral dimensions are also being explored. I interviewed an English teacher at this school. The sample of interview protocol can be seen in Appendix 2.

3.4. Data Analysis

The data will be analyzed through a qualitative content analysis (coding). The procedure includes preparation, organization, analyzing, and reporting. The first thing to do before analyzing the data is preparation. Preparing in advance questions according to the context that will provide the answers you want and need. The questions will contain "what", "how", and "why". Next, arrange in advance where the questions will be placed, whether the questions or answers resulting from the interview are in accordance with each parameter or not. After preparation and arrangement, analysis by coding is carried out using predefined themes (agency and communion). Each parameter consists of 1 to 5 questions, then the transcript of the interview results will be interpreted per question, then a conclusion is drawn into a paragraph. The results of the interviews will be reported by drawing conclusions from the transcripts obtained. That way it will produce answers or data that are more concise and clear.

3.5. Trustworthiness

To prove the truth and gain trust from this research, I carried out trust measures from Lincoln and Guba (1985) with the credibility strategy used; member

checking. I check by sending back interview transcripts or the final results of the data I have analyzed to participants to ensure the correctness and suitability of their submissions and my data, and to get feedback from resource persons. With this, the informant feels involved and valued in my research this time. In addition to credibility, the trustworthiness of this research is carried out with dependability/confidence that the research I am doing is trustworthy and reliable because when other researchers test, the results remain the same. Then, I do transferability which generalizes the output with the validity of the results/values of the research to the population where the sample is taken (from one context to another). By using original sources/studies that have complete information (explaining the method and length of time for data collection) so that the events or objects described can be touched (Clifford Geertz, 1973). In addition, this study also uses confirmability, that means the results of this study can be accepted by everyone's standards and have objective results.

CHAPTER IV
FINDINGS AND DISCUSSIONS

4.1. Findings

The findings of this study showed that the parameters of agency do not support the notion of teacher-student relationship while the parameters of communion do. The picture of these findings is concluded in the figure below.



Chart 2: Findings

As the above chart shows, all the dimensions of parameters of agency do not support the agency as one of the important aspects of MITB. The results of findings of this aspect are described further in the following section.

4.1.1. Agency

This dimension has parameters called hesitating, objecting, confronting, and imposing. Agency is closely related to the teacher's dominant power in the class so that teacher's expectation seems to be negative if it was seen from students' side. Through this agency, the teacher hesitates, objects, confronts, and imposes students. These negative impressions are not matched with what the parameters of the agency expect. These details are highlighted in the following subsections.

4.1.1.1.Hesitating

In the class, a teacher has control and firmness to lead the class. In this case, the teacher does not believe or doubt the abilities and opinions of his/her students, distrusting students. However, the findings show otherwise. The teachers trusted the students as she asserted that she knew her students well and assumed that her students have a great ability to follow her class. She describes this issue in her accounts below. *Excerpt 1.*

“Since I already know my students, I assume that each student has an ability, and we shouldn't say the students are not capable unless we prove it.”
(Translation, no. 1)

In addition to the students' ability, the teacher believes that the students could think better by using their own languages because students have developed their mindset. In this situation, the teacher has no doubt that at their age, her students could argue, think, and speak better. She asserts this matter in the following excerpt.

Excerpt 2:

“No doubt, at high school age I am convinced students can think better in their own language since their mindset is developing” (Translation, no. 2)

In terms of monitoring the trust to her students, the teacher often gives understanding to students to be honest when they do tests or work on their independent or individual assignments. She places emphasis on this integrity of honesty in every activity when the teacher could not keep an eye on her students. She reminds her students that whenever students do tests or assignments, God will always be watching them. This reminder is an effective way to avoid dishonesty and the teacher believes the students are afraid of cheating. In so doing, the teacher trusts her students that they will do the tests or assignments honestly. The opposite of the results found, hesitating which should reveal teachers' doubt and do not trust their students. She expressed this issue in her accounts below.

Excerpt 3:

“When I give a test or an assignment to do, I always say, keep my word to do it independently and honestly, even if I don't see it, but God is watching. By giving such reminders, I believe the students are afraid to cheat.” (Translation, no. 3)

4.1.1.2.Objecting

Objecting can be interpreted as a teacher who is less willing to help her students and does not teach students wholeheartedly. However, the results show that

the teacher is happy to help her students because not all students have the courage to ask for help, so it must be appreciated. She stated that the reason for doing this is intended to create a good relationship between teacher and students. This information is expressed in the following excerpt.

Excerpt 4:

"I am willing to help students since not all students have the courage to ask the teacher for help, their courage needs appreciation by helping them. I did this to develop a good relationship between students and teachers."

(Translation, no. 4)

The way the teacher aids is sometimes seen from what students need, sometimes the teacher will provide a method or solution and then let the students try first. Likewise, if there are students who do not understand something, the teacher will provide understanding to students in other ways. The teacher will strive for students to understand and the information that students get is sufficient. The teacher did not immediately give an answer, but she gave a hint and a solution. She delineates the issue in her accounts below.

Excerpt 5:

"By seeing what kind of help is being asked, if they were asked for the English vocabulary, I would not give the answer immediately but give the solution, so that the students would have to do more." *(Translation, no. 5)*

In addition, if students do not understand a material, the teacher also uses a personal approach or provides solutions to students with explanations from peer tutors *(Translation, no. 6)*. She always tries to understand the situation of his students.

Through these actions, teachers can manage to interact with their students well. In other situations, the teacher also carried out learning and teaching activities wholeheartedly, the teacher taught her students with full intention and sincerity because the teacher wants a good process so that the learning process or the flow runs smoothly. She expressed this issue in the following excerpt.

Excerpt 7:

“Yes, we must teach the students with all of our hearts. With full intention and sincerity, the course of learning and teaching will flow smoothly so that there are no unwanted burdens.” (Translation, no. 7)

Based on the statement above, the teacher admits that she teaches students wholeheartedly, this is evidenced by the teacher who provides information or explains something wholeheartedly until students understand it. For example, the teacher gave an example that relates to everyday life so that students can understand the material better and do some Q&A for testing students' understanding. She stated this information below.

Excerpt 8:

“The Q&A sessions with students while explaining the material. For example, it may be associated with daily life, to explore students' knowledge” (Translation, no. 8)

4.1.1.3.Confronting

In the literature, it is said that teachers have to often push hard or force their students to master all fields and force students to master all existing fields. The findings reveal the opposite situation. The teacher does not require students to master all fields because students have their own potential or expertise. The teacher also has a way of dealing with students who need mastery of a certain field by studying it slowly according to students' learning needs. The teacher believes that each student has their own strengths and weaknesses. So, they have to learn according to their needs. She describes this matter below.

Excerpt 9:

"Not all students are masters of many subjects, some are good at English, but not at math. If later when they need mastery for the subject, they should be studied slowly according to their learning needs." (Translation, no. 9)

4.1.1.4.Imposing

In this parameter, the teacher takes full control of their students and forces students to do things that students may not like or things that are beyond the ability of their students. The findings demonstrate that the teacher does not only demand but also shows or does something good as a good example to students so that students follow her. For example, the teacher together tidied away the messy teacher's table with the student. So that students automatically tidy up the surroundings. She describes this matter in her accounts below.

Excerpt 10:

“Depends on the help. For example, when I’m in class then the teacher’s desk is messy, I try to give an example while inviting students to clean it up together, so do not just ask for help.” (Translation, no. 10)

She also never forces students to do things the students do not like (*Translation, no. 11*) and never forces her students to respect her personally, but she wants her students to respect her as a teacher in a field who leads the course of teaching and learning activities or even as a homeroom teacher. She elaborates her perspectives in the following accounts.

Excerpt 12:

“I do not ask or force the students to obey me personally, but obey me as their homeroom teachers, such as when I told the rules to them, etc.” (Translation, no. 12)

4.1.2. Communion

This dimension has parameters called directing, supporting, understanding, acquiescing. All of these dimensions are matched with what the parameters of the communion expect. These details are highlighted in the following subsections.

4.1.2.1.Directing

In this parameter, it is stated that the teacher is believed to have an important role in directing the abilities and potential of students. The findings of the study showed that all teachers' perceptions confirmed the notion of directing. The teacher was an important figure who directed students' abilities and potential. She directs according to the abilities and potential of students and advises students to pursue and hone them. She claims that she meets many students with different potential, and she suggests pursuing and honing their skills. She explains the issue below.

Excerpt 13:

"Yes, I meet many children with different potential, such as students who are good at playing violin instruments, and I suggest pursuing and honing their skills." (Translation, no. 13)

Teachers also support students' abilities and potential in both academic and non-academic fields. Teachers really support their students who take part in competitions or take part in activities outside the classroom to hone their abilities and potential. She asserts her ideas below.

Excerpt 14:

"The student's potential is diverse, not necessarily academic, but non-academic as well. They could sharpen it by taking part in a contest or by participating in an activity outside the classroom." (Translation, no. 14)

4.1.2.2.Supporting

In this parameter, it is stated that the teacher is believed to have an important role in motivating and appreciating students. She considered motivation and appreciation to be a form of teacher attention to their students and important factors in teaching and learning activities. Motivation is important so that students become more enthusiastic, and appreciation is also needed not only by students who excel but also students who are underachieving to keep their spirits up. One of the things a teacher needs to be aware of is how to encourage their students. She explains this issue in her accounts below.

Excerpt 15:

"Yes, motivation and appreciation are very important. One of many teachers' attention is to motivate the student, the student will be happy and energetic. It is also very necessary for appreciation for outstanding students to be rewarded with gifts, for those not doing well need to remain invigorated."
(Translation, no. 15)

In other circumstances, motivation and appreciation are also important, especially when students feel hopeless. The teacher must provide guidance and support when some students feel unsure of themselves, giving the students a lot of advice such as remaining energized, having plenty of practice, and no inferiority. She tells her experience below.

Excerpt 16:

"Based on my experience, there is a student who confides in a certain field of

study, we as teachers give the students a lot of advice such as remaining energized, having plenty of practice, and no inferiority” (Translation, no. 16)

Providing motivation and appreciation will make students feel recognized that they are capable. The way she provides motivation and appreciation can sometimes be in the form of rewards, words, or constructive advice. She describes the matter below.

Excerpt 17:

“Give appreciation of "reward" or a simple greeting to students. The student will feel that they are capable.” (Translation, no. 17)

4.1.2.3. Understanding

In this parameter, if students make mistakes, teachers deal with them wisely. The teacher will give advice instead of punishing students. But if students break the rules that have been set, the teacher will punish students according to the regulations that apply so that students are disciplined. She describes this issue in her accounts below.

Excerpt 18:

“If students make mistakes, when it comes to my personality, I never punish them, I only give them advice. But when it comes to the "rules", example of school rules there is its own punishment, and still I give them advice” (Translation, no. 18)

And the teacher really appreciates students' feelings by listening to students' complaints or stories properly. The teachers are good listeners, she listens to students with enthusiasm, caring, empathetic, full of patience, and open to students. She is very understanding and considerate of their students (*Translation, no. 19*). The teacher did that to respect and understand the problems experienced by her students (*Translation, no. 20*).

4.1.2.4.Acquiescing

In this parameter, it is stated that the teacher is believed to be someone who accepts and respects the opinions of students, the teacher allows students to express their opinions. The teacher considers students' opinions in a good way to convey it is important, especially for training reasoning power, training argumentation, and the courage of students to convey their ideas and thoughts. She describes this issue in her accounts below.

Excerpt 21:

“It is important to train students’ power of reason, learn to speak up boldly, so as not to be a timid student, let alone a coward. But it must be delivered properly”

The teacher considers that every student has the right to have an opinion, and there is nothing wrong with listening to students' opinions (*Translation, no. 24*). Teachers also often provoke students so that students express their opinions, sometimes teachers provoke by asking questions. For example, when selecting the

class president, the teacher asked the students for their opinion (*Translation, no. 22*). Besides that, differences of opinion with students are often experienced by teachers, and teachers will definitely accept these opinions if they have strong reasons or as long as the opinions expressed by her students are valid. She describes those things below.

Excerpt 23:

“There is often dissent with the students, especially when it comes to the material, as well as possibly related to the discussion in the class, I will allow as long as what is presented is valid” (Translation, no. 23)

To support that statement, the teacher also teaches her students to argue to cultivate students' thinking power to have the courage to convey ideas or thoughts to others. She describes this issue in her accounts below.

Excerpt 25:

“Learn to argue, cultivate reason, which clearly teaches them the courage to present their ideas or thoughts to others” (Translation, no. 25)

4.2. Discussions

Based on the findings, this study shows that teachers tend to practice the parameters of communion that is expected in the literature. In the dimension of agency, there is no single parameter that is matched with what the teacher does in her class.

4.2.1. Agency

The study findings for the parameters in the agency dimension, which is hesitating, reveal that teachers trust students' abilities or students' opinions. That trust comes from the perception that she knows her students well and the assumption that the students in her class have great abilities. In addition, teachers have no doubt that at their age their students can argue, think and speak well. This trust is monitored through her reminders to be honest when taking tests or doing independent or individual assignments. One effective way to avoid cheating is done by the teacher by reminding them that God will always watch over them even if the teacher is not with them in class. This finding contradicts the concept of Wubbels et al. (1985). They argue that in the agency dimension, a teacher has control and firmness to lead the class. In this case, the teacher does not believe or doubt the abilities and opinions of his/her students, distrusting students.

In addition, in the objecting parameter, the teacher is also someone who helps when her students need help, this is done by the teacher in order to create a good relationship between the teacher and students. In certain cases, the teacher helps students and does not immediately help, but the teacher also gives clues or ways in advance so that students want to try. In this parameter, the teacher also claims to teach students wholeheartedly so that the learning process flows well and does not become a burden. Teaching students wholeheartedly also makes the teacher an informative teacher or teaches something to students until students really understand what is being conveyed. As Wubbels et al. (1985) assert that in objecting the teacher is

described as one who does not want to help the students who are having difficulties or not helpful, not teaching students wholeheartedly, and not informative. However, the results of this study show that the teacher is very aware of having good relationships with students.

Furthermore, the confronting parameter, many teachers usually require students to master all subject areas and must excel in the academic field, but this time, the teacher does not require students to master all fields. The teacher suggests that if later students need mastery of other fields, they must learn it slowly according to student learning needs. This finding reveals a contradictory situation. In this parameter, it is described that teachers are believed to often push hard or force their students to master all fields and force students to master all existing fields (Wubbels et al., 1985). However, the findings confirmed that the teacher was very wise and understood students' situations.

The last dimension of the agency is imposing. Although in full control of their students, the teacher does not force students to do things that students may not like or things that are beyond the ability of their students. According to Zhu (2013) in his research, some dominant interpersonal behaviors, such as teachers being too strict and adhering to existing rules when making decisions or actions, also affect the quality of TSR for the worse. The opposite of that, the teacher here tries to be a good role model for her students, she exemplifies good behavior so that students see and follow her, not just ordering students to do something. The teacher also admits that the teacher does not require students to respect herself excessively, but the teacher asks to be

respected as a "teacher" who teaches in the classroom. However, based on the agency dimension, imposing parameters are teachers who force students to do things that students don't like because the teacher has power (Wubbels et al., 1985). Thus, the teacher in this study is not suitable for practicing the dimensions of human behavior, in terms of agency.

4.2.2. Communion

In the directing parameter, the first communion dimension, the teacher's direction is very important to hone the potential of each student. In line with that, the teacher here is very supportive and even directs the potential of each student, not only in the academic field, but outside the academic field as well. The teacher also gives suggestions for students to pursue and hone this potential. This is in accordance with the concept of Wubbels et al. (1985) on directing parameters. Teachers are supposed to direct the abilities and potential of students.

Furthermore, in the supporting parameter, the teacher also gives support and appreciation to students. According to him, support and appreciation are very important in the learning and teaching process. This is in line with Joyce (2019) in her research which said teacher support is an important factor, one of which is to prevent depressive symptoms in adolescents or students. Teachers here provide support not only to students who excel, but also to those who are underachieving to keep them enthusiastic. Teachers consider support and appreciation as a form of teacher attention to their students. Usually, teachers give appreciation by

congratulating them, or even by giving "rewards". With that way, students will feel acknowledged if students are capable. With the teacher's statement, it is believed that the teacher's behavior is in accordance with the supporting parameters (Wubbels et al., 1985).

In understanding parameters, the teacher responds to students wisely, especially when students make mistakes. The teacher advises students and does not punish them. While the teacher punishes students if students violate the rules that have been set. Punishment is carried out in accordance with the consequences of existing regulations. This punishment is also intended so that students are disciplined and are expected not to repeat it. The findings also show that the teacher really appreciates students' feelings by listening to students' complaints or stories well. The teacher here is a good listener, she listens to students with enthusiasm, attention, empathy, full of patience, and she is also open to students. This is what the teacher does as a form of respect for his students, and the teacher tries to understand the problems that may exist in her students. In line with Minott's findings (2022), teachers who are caring, empathetic, and kind will certainly improve the quality of TSR. The teacher behavior found in this study is also in line with the concept of Wubbels et al. (1985), saying that the teacher is believed to be someone who listens with interest and attention, has empathy, is generous, accepts student apologies, is patient, and open to students.

Lastly, on the acquiescing parameter, the teacher considers students' opinions are important. According to her, it is important to train students' reasoning power, so

that students have the courage to voice their opinions, so they do not become shy or cowardly students. But this is done by students also in a good way of delivery. The teacher admits that she often has differences of opinion with students, but the teacher wants to listen to the student's point of view and accepts if the opinion is based. This is in accordance with the concept that exists in Wubbels et al. (1985), the teacher on the acquiescing parameter is someone who wants to accept and respect students' opinions, and teachers who want to give their students the opportunity to express their opinions. Based on these findings, all of the parameters in the communion dimension are in accordance with the concept of interpersonal theory.

4.3. Answering the Research Question

The research question of this study is formulated as what are human behavioral dimensions practiced by an Indonesian EFL teacher in the classroom's teacher-students relationship? The findings of this study described above are fundamental references to answer this question. The human behavioral dimension that an Indonesian EFL teacher practices in the classroom's teacher-students relationship is characterized by communion dimension not by agency. The communion dimension, which has 4 parameters i.e., directing, understanding, supporting, acquiescing, are found to be more in line with teacher behavior. The teacher states several factors which she thinks are very important, for example, there is trust, helping each other, forgiving each other, support, providing motivation and appreciation, directing students' potential, understanding each other, being a good role

model, being a wise teacher, being a good listener who have empathy, teach wholeheartedly, provide solutions and advice, and be an informative teacher. These are behaviors that are more in line with the communion dimension which are believed to support good relationships between teachers and students. As expected, many teachers mentioned interactions with high ratings falling on the communion dimension (Claessens et al., 2015). Meanwhile, the agency dimension, which also has 4 parameters including hesitating, confronting, objecting, imposing, is not in accordance with the behavior of teachers in EFL classes. The behavior of the agency dimension that is not in accordance with the teacher is suspicious or distrustful of students, does not want to help students or is not informative to students, teaches compulsorily or not wholeheartedly, forces students to master all fields, cannot be a good listener, does not have empathy with students, and others.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

The purpose of this study was to investigate the human behavior dimension of TSR in Indonesian EFL classes using a qualitative study. The results of these interviews reveal that teachers tend to be more aligned with the communion dimension than the agency dimension. Where this is considered very influential both for the relationship between teachers and students. The communion dimension is assessed as relaxed and friendly behavior, while the agency dimension is assessed as more powerful or controlling behavior.

In TSR, teachers who practice the agency dimension tend to have dominating power relations with their students. In that context, TSR tends to go in the same direction where teachers are very powerful and dominating. Meanwhile, the results of this study show otherwise. The teacher doesn't hesitate, doesn't object, doesn't confront, and doesn't impose. The teacher directs, understands, supports, and acquiesces. The teacher admitted that she did this in order to create a good relationship with her students.

That means, the TSR that occurs in this study tends to have a more positive relationship. This was stated because the teacher's behavior dimension is more in line with the communion dimension (and its parameters) compared to the agency dimension (and its parameters too). The communion dimension is expressed as a

more positive relationship in accordance with the findings of Claessens et al. (2015) in their research that a positive TSR has a higher dimension of communion behavior than the agency.

5.2. Recommendation

This research is based on the point of view of an EFL teacher. Therefore, further and in-depth research is needed on a similar topic. For example, in this method, if possible, it would be better if direct observation is also carried out in EFL classes so that there is field evidence showing the dimensions of teacher behavior in class.

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APPENDICES

APPENDIX 1. Permission letter to the Ministry of Religion and Schools.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR WILAYAH KEMENTERIAN AGAMA
DAERAH ISTIMEWA YOGYAKARTA

Jalan Sukonandi Nomor 8 Yogyakarta 55166
Telepon (0274) 513492 Faksimile (0274) 516030
Website: diy.kemenag.go.id

Nomor : B-391/Kw.12.2/TL.00.1/01/2023 16 Januari 2023
Sifat : Biasa
Lampiran : -
Hal : Izin Penelitian

Yth. Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia Yogyakarta
di D.I. Yogyakarta

Dengan Hormat,

Menindaklanjuti surat dari Dekan Fakultas Psikologi dan Ilmu Sosial Budaya, Universitas Islam Indonesia Yogyakarta Nomor: 43/Dek/70/DURT/1/2022 tanggal 09 Januari 2023, perihal permohonan izin penelitian, dengan ini Kepala Kantor Wilayah Kementerian Agama Daerah Istimewa Yogyakarta memberikan izin kepada:

Nama : Aisa Ayudia Nathania
NIM : 19322063
No. HP/Identitas : 0821183089/3301215804020004
Prodi/Jurusan : Pendidikan Bahasa Inggris
Fakultas : Psikologi dan Ilmu Sosial Budaya
Perguruan Tinggi : Universitas Islam Indonesia

Untuk melakukan penelitian tentang "Using Interpersonal Theory to Investigate Human Behavioural Dimensions of Teacher Students Relationship in Indonesian EFL Classroom: A Qualitative Study of an EFL Teacher in Indonesia" di MAN 1 Yogyakarta, dengan ketentuan sebagai berikut:

1. Tidak mengganggu kegiatan di lokasi penelitian;
2. Menghormati dan menaati peraturan dan tata tertib yang berlaku di lokasi penelitian;
3. Tidak dibenarkan melakukan penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul penelitian dimaksud;
4. Menyerahkan *hard copy* hasil penelitian kepada Kanwil Kemenag DIY dan obyek penelitian sebagai dokumentasi dan kajian kebijakan di masa yang akan datang.

Demikian, surat izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

a.n. Kepala
Kabid Dikmad,

Abd. Su'ud





FORM PERMOHONAN PENGAMBILAN DATA PENELITIAN ATAU OBSERVASI DI MAN 1 YOGYAKARTA

Your response has been recorded.

[Edit your response](#)

[Submit another response](#)

APPENDIX 2. The Interview Guideline.

Dimensi		Transcript	Parameter-based interpretation	Summary
Agency	Hesitating	[13/12 14.31] Aissa Ayudia Nathania: 1. Ketika berinteraksi dengan siswa, bagaimana Ibu		Berdasarkan dari parameter Hesitating. Guru yang saya wawancarai tidak mencerminkan parameter

		<p>mempersepsi kemampuan siswa? Apakah ada terbesit keraguan atas kemampuan siswa? Jika ada, mengapa keraguan itu muncul?</p> <p>[13/12 14.33] Bu Tutik: karena saya sudah mengenal siswa saya menganggap setiap siswa memiliki kemampuan dan kita <u>tidak boleh mengatakan dia tidak mampu kalau belum kita buktikan.</u></p> <p>[13/12 14.34] Aissa Ayudia Nathania: 2. Sama halnya ketika Ibu meminta</p>	<p>Guru tidak memiliki keraguan atas kemampuan siswa</p>	<p>tersebut, seperti; Doubting the abilities and opinions of students, distrusting students. Melainkan, guru ini sangat yakin dan percaya kepada siswa dan kemampuan siswa.</p>
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		<p>siswa untuk menyampaikan pendapat, apakah ibu ragu bahwa siswa dapat menyampaikan pendapatnya dengan baik? Mengapa Ibu merasa ragu jika siswa bisa menyampaikan pendapat dengan baik?</p> <p>[13/12 14.36] Bu Tutik: <u>tidak ragu, di usia siswa jenjang sma saya yakin siswa bisa berpendapat dengan gaya bahasa yang lebih baik, karena alur pikir mereka juga sudah berkembang.</u></p>	<p>Guru tidak ragu bahwa siswa dapat menyampaikan pendapatnya dengan baik.</p> <p>Persepsi guru: <u>di usia siswa jenjang sma saya</u></p>	
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		<p>[13/12 14.36] Aissa Ayudia Nathania: 3. Bagaimana cara Ibu menilai atau mempercayai hasil pengerjaan siswa dikerjakan dengan jujur?</p> <p>[13/12 14.38] Bu Tutik: ketika saya memberi ulangan atau tugas yang harus dikerjakan secara mandiri, <u>saya selalu bilang</u>, jaga amanah saya untuk mengerjakan secara mandiri dan jujur, <u>meski saya tidak melihat, tapi ada yang mengawasi</u>, dan dengan memberi paparan</p>	<p><u>yakin siswa bisa berpendapat dengan gaya bahasa yang lebih baik, karena alur pikir mereka juga sudah berkembang.</u></p> <p>Guru menyampaikan pesan untuk menjaga amanah, mandiri dan jujur ketika mengerjakan tugas atau ujian. Guru juga melibatkan Tuhan (<u>meski saya tidak melihat, tapi ada yang mengawasi</u>).</p>	
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		seperti itu, saya percaya anak takut untuk curang.		
	Objecting	<p>[13/12 14.38] Aissa Ayudia Nathania: 4. Apakah Ibu bersedia atau tidak bersedia membantu siswa jika mereka membutuhkan bantuan Ibu? Mengapa demikian?</p> <p>[13/12 14.39] Bu Tutik: bersedia, karena tidak semua siswa memiliki keberanian untuk meminta bantuan kepada guru, keberaniannya perlu di apresiasi dengan membantu nya. selain juga</p>	<p>Guru bersedia membantu siswa yang membutuhkan bantuan sebagai bentuk apresiasi kepada keberanian siswa untuk meminta tolong.</p>	<p>Berdasarkan dari parameter Objecting. Guru yang saya wawancarai tidak mencerminkan parameter tersebut, seperti; Not willing to help students, not teaching students wholeheartedly, not informative. Melainkan, guru ini sangat helpful, informative, dengan sepenuh hati ingin memberi yang terbaik untuk keberhasilan siswa.</p>

		<p><u>menjalin hubungan baik antara siswa dan guru</u></p> <p>[13/12 14.39] Aissa Ayudia Nathania: 5. Bagaimana cara Ibu menghadapi siswa yang membutuhkan pertolongan baik didalam maupun diluar kelas? Sejauh atau sebatas apa pertolongan yang Ibu dapat berikan?</p> <p>[13/12 14.41] Bu Tutik: <u>dilihat jenis bantuan yang diminta apa</u>, jika semisal menanyakan kosa kata bahasa inggris, saya tidak langsung memberi jawab tapi <u>memberi cara</u></p>	<p>Dan menurut guru hal itu berguna juga untuk <u>menjalin hubungan baik antara siswa dan guru.</u></p> <p>Guru bersedia membantu</p>	
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		<p><u>atau solusi, supaya anak terlebih usaha.</u></p> <p>[13/12 14.41] Aissa Ayudia Nathania: 6. Bagaimana Ibu menghadapi siswa ketika siswa bertanya hal yang sudah Ibu jelaskan dan mereka tidak kunjung paham?</p> <p>[13/12 14.42] Bu Tutik: <u>berusaha melakukan pendekatan pribadi, memeberi pemahaman kembali</u>, juga saya akan tawarkan dengan cara mungkin "<u>tutor sebaya</u>"</p>	<p>siswa yang membutuhkan pertolongan dengan memberi cara agar anak berusaha terlebih dahulu.</p>	
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		<p>[13/12 14.42] Aissa Ayudia Nathania: 7. Apakah dalam setiap proses belajar mengajar Ibu melakukannya dengan sepenuh hati? Mengapa?</p> <p>[13/12 14.44] Bu Tutik: <u>iya</u>, harus. karena <u>dengan niat dan ikhlas, jalan nya proses belajar mengajar akan mengalir dengan baik</u>, tidak ada beban tidak ikhlas.</p> <p>[13/12 14.44] Aissa Ayudia Nathania: 8. Apakah setiap Ibu menjelaskan selalu</p>	<p>Guru mencari cara lain agar siswa paham dengan apa yang sudah dijelaskan, seperti <u>berusaha melakukan pendekatan pribadi, memberi pemahaman kembali, menyediakan tutor sebaya.</u></p> <p>Guru melakukan proses belajar dan mengajar dengan sepenuh hati</p>	
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		<p>informatif? Sejauh mana penjelasan tersebut bisa disebut informatif?</p> <p>[13/12 14.45] Bu Tutik:</p> <p><u>adanya tanya jawab dengan siswa ketika menjelaskan materi</u>, bisa <u>dikaitkan dengan kehidupan</u> misalnya, <u>untuk menggali pengetahuan siswa</u></p>	<p>karena <u>dengan niat dan ikhlas, jalan nya proses belajar mengajar akan mengalir dengan baik.</u></p> <p>Guru berusaha untuk menjelaskan sesuatu dengan informatif dengan <u>adanya tanya jawab dengan siswa ketika menjelaskan materi, dikaitkan dengan kehidupan</u></p>	
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			<u>untuk menggali pengetahuan siswa.</u>	
	Confronting	<p>[13/12 14.45] Aissa Ayudia Nathania: 9. Apakah Ibu menuntut siswa wajib menguasai semua bidang? Apa yang akan ibu lakukan jika siswa tidak menguasai semua bidang?</p> <p>[13/12 14.47] Bu Tutik: <u>tidak semua siswa menguasai banyak bidang</u>, ada yang cakap bahasa inggris, matematika tidak. <u>Jika nanti ketika mereka butuh</u></p>	<p>Guru tidak mengharuskan siswa untuk menguasai semua bidang.</p>	<p>Berdasarkan dari parameter Confronting. Guru yang saya wawancarai tidak mencerminkan parameter tersebut, seperti; Forcing students to face something beyond their ability. Melainkan, guru ini sangat bijaksana dan pengertian kepada siswanya.</p>

		<p><u>penguasaan bidang harus dipelajari pelan2 sesuai kebutuhan belajrnya .</u></p>	<p>Alternatif guru: <u>Jika nanti ketika mereka butuh penguasaan bidang harus dipelajari pelan2 sesuai kebutuhan belajrnya .</u></p>	
	Imposing	<p>[13/12 14.47] Aissa Ayudia Nathania: 10. Bagaimana cara Ibu meminta tolong kepada siswa? Apakah Ibu memikirkan kemampuan siswa sebelum meminta tolong? Bagaimana perasaan Ibu jika siswa menolak membantu Ibu?</p> <p>[13/12 14.49] Bu Tutik:</p>		<p>Berdasarkan dari parameter Imposing. Guru yang saya wawancarai tidak mencerminkan parameter tersebut, seperti; The teacher forces things that students don't like, the teacher forces students to obey the teacher. Melainkan, guru ini sangat berusaha untuk mencontohkan yang baik sehingga bisa menjadi teladan</p>

		<p><u>tergantung jenis pertolongannya</u>. Contoh: ketika saya di kelas kemudian meja guru berantakan, <u>saya berusaha memberi contoh sambil mengajak anak bareng2 mengerjakan, jadi tidak semata2 minta tolong</u></p> <p>[13/12 14.49] Aissa Ayudia Nathania: 11. Apakah Ibu pernah memaksa siswa melakukan sesuatu hal yang mereka tidak mau atau tidak suka? (Berikan alasannya). Jika pernah, apa feedback/tanggapan siswa</p>	<p>Guru lebih mencontohkan dan mengerjakan bersama-sama daripada meminta tolong atau menyuruh.</p>	<p>yang baik untuk siswanya bukan hanya menuntut saja.</p>
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		<p>jika Ibu melakukan hal tersebut?</p> <p>[13/12 14.51] Bu Tutik: tidak pernah (kurang tau kalau itu menjadi siswa tidak suka ya)</p> <p>[13/12 14.51] Aissa Ayudia Nathania: 12. Apakah Ibu memaksa siswa untuk mematuhi Ibu? Mengapa?</p> <p>[13/12 14.52] Bu Tutik: mematuhi saya secara pribadi tidak, tapi kalau mematuhi saya selaku contohnya: wali kelas iya, seperti penyampaian tat a</p>	<p>Guru tidak pernah memaksa siswa untuk melakukan sesuatu yang siswa tidak mau atau tidak suka.</p>	
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		trrtib dll.		
			Guru tidak memaksa siswa untuk mematuhi secara pribadi, tetapi mematuhi selaku wali kelas.	
Commun	Directing	[13/12 14.52] Aissa Ayudia Nathania: 13. Apakah Ibu mengarahkan kemampuan masing-masing siswa? Jika ya, bagaimana cara ibu mengarahkan siswa sesuai potensi mereka		Berdasarkan dari parameter Directing. Guru yang saya wawancarai mencerminkan parameter tersebut, seperti; Directing students' abilities and potential. Guru ini sangat berperan untuk mengarahkan potensi atau kemampuan

		<p>masing-masing?</p> <p>[13/12 14.54] Bu Tutik: <u>iya, saya menemui banyak anak yang memiliki kelebihan yang berbeda beda</u>, misalnya siswa yang pintar maen alat musik biola, <u>saya menyarankan untuk menekuni dan mengasah kemampuan mereka.</u></p> <p>[13/12 14.54] Aissa Ayudia Nathania: 14. Bagaimana dengan potensi siswa? Bagaimana cara Ibu mengarahkan siswa agar dapat menggali potensi mereka dan</p>	<p>Guru mengarahkan kemampuan masing-masing siswa sesuai dengan kemampuan atau potensi mereka.</p> <p><u>saya menyarankan untuk menekuni dan mengasah kemampuan mereka.</u></p>	<p>siswa baik di dalam bidang akademik maupun non akademik.</p>
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		<p>mengembangkan potensi tersebut?</p> <p>[13/12 14.57] Bu Tutik: potensi siswa juga bermacam macam, tidak mesti di bidang akademik, namun non akademik juga banyak. mereka bisa mengasah nya <u>dengan mengikuti lomba atau ikut kegiatan di luar kelas.</u></p>	<p>Guru juga mengarahkan potensi siswa baik dalam bidang akademik atau non akademik <u>dengan mengikuti lomba atau ikut kegiatan di luar kelas.</u></p>	
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	Supporting	<p>[13/12 14.57] Aissa Ayudia Nathania: 15. Apakah menurut Ibu memberikan motivasi dan apresiasi adalah faktor penting dalam belajar dan mengajar? Jika penting, sepenting apa hal tersebut?</p> <p>[13/12 14.59] Bu Tutik: <u>iva, penting banget.</u> Salah satu perhatian guru adalah <u>memberi motivasi, anak akan senang dan semangat.</u> Pemberian apresiasi juga sangat perlu, <u>bagi yang berprestasi bisa diberi apresiasi dengan reward . bagi</u></p>	<p>Guru menyatakan motivasi dan apresiasi adalah faktor yang sangat penting dalam belajar mengajar. Motivasi</p>	<p>Berdasarkan dari parameter Supporting. Guru yang saya wawancarai mencerminkan parameter tersebut, seperti; Provide motivation and appreciation to students. Guru ini sangat berperan untuk motivasi atau semangat siswa. Cara guru mensupport siswa antara lain dengan cara memberi siswa apresiasi. Support guru tidak hanya untuk siswa yang berprestasi namun juga untuk siswa yang kurang berprestasi juga.</p>

		<p><u>yang tidak berprestasi juga perlu untuk "dikaruhke", tetap disemangati.</u></p> <p>[13/12 14.59] Aissa Ayudia Nathania: 16. Bagaimana cara Ibu memberikan motivasi kepada siswa? Apa tanggapan siswa jika Ibu melakukan hal itu?</p> <p>[13/12 15.00] Bu Tutik: berdasar pengalaman , contohnya: ada seorang siswa yang curhat terkait dia tidak mampu dalm bidang studi tertentu, tetap <u>disemangati, dinasehati,</u></p>	<p>berguna untuk membuat anak senang dan semangat. Apresiasi tidak hanya diperlukan untuk anak berprestasi saja, tetapi juga untuk anak yang kurang berprestasi agar lebih semangat.</p> <p>Guru memberikan</p>	
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		<p><u>banyak latihan, tidak boleh minder</u></p> <p>[13/12 15.00] Aissa Ayudia Nathania: 17.</p> <p>Dengan cara apa Ibu memberikan apresiasi kepada siswa? Mengapa cara itu yang dipilih?</p> <p>[13/12 15.01] Bu Tutik: apresiasi berupa "reward" ataupun apresiasi sekedar ucapan selamat. <u>anak akan merasa diakui kalau dia mampu</u></p>	<p>motivasi kepada siswa dengan cara <u>disemangati, dinasehati, banyak latihan, tidak boleh minder.</u></p> <p>Guru memberikan</p>	
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			<p>apresiasi kepada siswa berupa reward atau ucapan. Karena dengan begitu <u>anak akan merasa diakui kalau dia mampu</u></p>	
	<p>Understanding</p>	<p>[13/12 15.01] Aissa Ayudia Nathania: 18. Bagaimana sikap Ibu jika siswa melakukan kesalahan? Apakah Ibu akan menghukum siswa yang melakukan kesalahan? Jika ya, bagaimana Ibu memberikan hukuman kepada siswa tersebut?</p> <p>[13/12 15.03] Bu Tutik: siswa yang bersalah, jika</p>		<p>Berdasarkan dari parameter Understanding. Guru yang saya wawancarai mencerminkan parameter tersebut, seperti; Listen with interest and care, empathize, accept apologies, be patient and open to students. Guru ini adalah guru yang sangat pengertian dan perhatian kepada siswanya. Guru juga bijak dalam menghadapi siswa yang melakukan</p>

		<p>berhubung debgab pribadi saya, tidak pernah menghukum, <u>hanya memberi nasihat</u>, tapi jika berhubungan dengan "kontrak" contoh <u>tata tertib sudah ada patokannya sendiri, namun tetap diberi masukan, nasihat,</u></p> <p>[13/12 15.03] Aissa Ayudia Nathania: 19. Ketika siswa menyampaikan sesuatu kepada Ibu, apakah Ibu mendengarkannya:</p> <p>a. Dengan antusiasme?</p>	<p>Guru memberikan nasihat dan masukan kepada siswa yang melakukan kesalahan. Dan siswa yang melanggar peraturan yang berlaku akan dikenakan hukuman sesuai dengan kesepakatan.</p>	<p>kesalahan. Yang tidak kalah penting, guru ini sangat menghargai siswa dan perasaan siswa.</p>
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	<p>b. Penuh perhatian?</p> <p>c. Berempati?</p> <p>d. Memakluminya?</p> <p>e. Penuh kesabaran?</p> <p>f. Terbuka?</p> <p>Cukup jawab "selalu", "terkadang", atau "tidak pernah"</p> <p>[13/12 15.08] Bu Tutik: oke</p> <p>a. dengan antusias -selalu</p> <p>b. penuh perhatian -selalu</p> <p>c. berempati-selalu</p> <p>[13/12 15.08] Bu Tutik: memaklumi-selalu</p>	<p>Guru selalu mendengarkan</p>	
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		<p>penuh kesabaran-selalu terbuka-selalu</p> <p>[13/12 15.08] Aissa Ayudia Nathania: 20. Mengapa semua hal diatas tersebut Ibu lakukan?</p> <p>[13/12 15.10] Bu Tutik: <u>menghargai siswa dan mencoba memahami "masalah" jika itu berpa masalah</u></p>	<p>penyampaian siswa dengan antusias, penuh perhatian, berempati, maklum, penuh kesabaran, dan terbuka.</p> <p>Guru selalu mendengarkan penyampaian siswa dengan antusias, penuh</p>	
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			<p>perhatian, berempati, maklum, penuh kesabaran, dan terbuka bertujuan untuk</p> <p><u>menghargai siswa dan mencoba memahami "masalah" jika itu berpa masalah.</u></p>	
	Acquiescing	<p>[13/12 15.10] Aissa Ayudia Nathania: 21. Sepenting apa pendapat atau opini siswa bagi Ibu?</p> <p>[13/12 15.11] Bu Tutik: <u>penting. untuk melatih daya nalar siswa, belajar berani mengemukakan pendapat, agar tidak jadi siswa yang pemalu apalagi penakut. namun</u></p>	<p>Guru menganggap pendapat dan opini siswa penting untuk melatih daya nalar dan keberanian siswa. Namun tetap harus dengan</p>	<p>Berdasarkan dari parameter Acquiescing. Guru yang saya wawancarai mencerminkan parameter tersebut, seperti; Approving and respecting student opinions, giving students opportunities to express their opinions. Guru ini sangat menghargai opini atau pendapat siswa. Guru juga menganggap bahwa</p>

		<p><u>harus disampaikan dengan baik</u></p> <p>[13/12 15.11] Aissa Ayudia Nathania: 22. Bagaimana cara ibu memancing agar siswa dapat menyampaikan opini atau pendapat mereka kepada Ibu? Jika ya, apa contohnya?</p> <p>[13/12 15.13] Bu Tutik: contohnya: ketika kita mau pemilihan ketua kelas, saya tanyakan bagaimana baiknya melakukan pemilihan ketua kelas.</p>	<p>penyampaian yang baik.</p> <p>Guru memancing siswa agar menyampaikan pendapat atau opini</p>	<p>pendapat siswa itu penting.</p>
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		<p>[13/12 15.13] Aissa Ayudia Nathania: 23.</p> <p>Apakah Ibu menyetujui dan menghargai pendapat yang disampaikan siswa? Dalam hal apa Ibu akan memberikan persetujuan dan penghargaan atas pendapat tersebut?</p> <p>[13/12 15.14] Bu Tutik:</p> <p><u>sering terjadi beda pendapat dengan siswa,</u> terutama ketika terkait dengan materi, juga mungkin terkait dengan diskusi di kelas, <u>saya akan menyetujui sepanjang apa yang disampaikan beralasan</u></p>	<p>mereka dengan cara memberi pertanyaan</p>	
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		<p>[13/12 15.14] Aissa Ayudia Nathania: 24. Apakah Ibu memberikan kesempatan kepada siswa untuk mengekspresikan pendapat mereka? Mengapa Ibu melakukan hal tersebut?</p> <p>[13/12 15.15] Bu Tutik: <u>iya</u>, setiap siswa berhak berpendapat, dan <u>tidak ada salhnya kita mendengarkan pendapat setiap siswa</u></p> <p>[13/12 15.15] Aissa Ayudia Nathania: 25. Apa pentingnya bagi Ibu</p>	<p>Guru mengaku sering berbeda pendapat dengan siswa. Dan guru menerima pendapat siswa jika hal tersebut beralasan.</p>	
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		<p>memberikan kesempatan kepada siswa untuk berpendapat?</p> <p>[13/12 15.16] Bu Tutik:</p> <p><u>Belajar berargumentasi, mengolah nalar,</u> yang jelas mengajarkan mereka untuk <u>berani menyampaikan ide atau pikiran mereka</u></p>	<p>Guru menganggap setiap siswa berhak berpendapat dan menurutnya tidak ada salahnya mendengarkan pendapat siswa.</p>	
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			<p>Guru menyatakan bahwa memberikan siswa kesempatan untuk berpendapat sama dengan belajar berargumentasi, mengolah nalar, berani menyampaikan ide dan pikiran mereka.</p>	
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