Creating Harmonious Relationships in the Classroom Through the Teacher's Positive Personality

Nurfaiza Marsita[1], Fauzi Akmal[2], Awang Ringgit[3]

[1]STAI YDI Lubuk Sikaping, Pasaman Sumatera Barat, Indonesia
[2]UCYP University, Malaysia
[3]STIT Al-Yaqin Muaro Sijunjung, Indonesia
✉ nurfaizamarsita3108@gmail.com*

Abstract

Being a teacher is not an easy job. One of the things that a teacher needs to do is to be able to build a positive relationship between teachers and students. This is the purpose of this study, which is to find out how to build a better relationship and respond appropriately in order to create a positive relationship between teachers and students. The data for this study was sourced from books and electronic scientific articles. The data collection technique used was content analysis, with the aim of helping teachers build good or positive relationships and establish a good image of teachers in the student environment. In addition, it serves as a consideration in measuring how to behave and how to respond to students so that a positive relationship between teachers and students can be established.

INTRODUCTION

The pandemic that struck in 2019 had a huge impact on education. Students were required to conduct their teaching and learning activities online at home. Furthermore, even though students are now allowed to conduct face-to-face learning activities, the impact of the pandemic is still very much felt, especially in terms of the increased use of gadgets among children (Sari & Hidayati, 2021). In implementing online learning, there are several challenges faced by both teachers and students. Among the challenges faced, several studies emphasize that interaction and communication between teachers and students are among the most affected aspects. Most students feel that online learning limits their interaction with teachers and friends, causing them to feel disconnected and anxious due to the lack of emotional connection compared to face-to-face classes (Fariza Anggraini & Asrul M. Mustaqim, 2020; Handayani, 2020; Hoerudin, 2022).

From the above opinion, it can be concluded that the lack of direct communication between teachers and students can cause a loss of chemistry between the two parties, making it slightly more difficult to establish familiarity or positive relationships with students compared to face-to-face interactions (Solehudin et al., 2024). In addition, another serious problem that arises due to the lack of interaction

is that teachers rarely involve students, resulting in a lack of motivation and engagement on the part of students during online classes, which ultimately affects their academic performance (Andeka et al., 2021; Hidayati et al., 2024; Zurriyati & Mudjiran, 2021).

In teaching and learning activities, teachers play a very important role in ensuring that the knowledge taught is accepted by students. The role of teachers in the learning process is as informants or communicators, organizers, conductors, motivators, directors and mentors, idea generators, disseminators, facilitators, evaluators, and educators (Arfandi & Samsudin, 2021; Magdalena et al., 2020; Ridha Dea & Ngadinem, 2024). The absence of a visible patron figure can make teachers work harder to set a good example in the process of establishing relationships between teachers and students, especially in this era where almost all children use gadgets in their daily activities (Allika, 2022; Kuswanto et al., 2022). Teachers are elements that shape children's character and behavior through direct interaction. Therefore, it is very important for teachers to interact with their students to gain their trust so that they can influence their learning process (Basith, 2024; Nurhidayah et al., 2024).

The teacher-student relationship has two dimensions, namely positive and negative. A sign of a positive teacher-student relationship is a high level of teacher connectedness. Teacher connectedness is related to how close or connected students feel to their teachers. A positive relationship is one in which the teacher is able to gain the trust of their students and establish a harmonious relationship, thereby eliciting a positive response towards the teacher themselves (Rangkuti & Latifah, 2024). Meanwhile, a negative response is a response in which the teacher and students have no chemistry at all in the school environment, causing discomfort due to the disharmony between the teacher and students (Ahmadurifai, 2020; Ishma & Novita, 2021; Karim et al., 2022). In general, if left unchecked, this negative relationship will have even more dangerous consequences. In addition to disrupting the teaching and learning process, it can sometimes lead to other more dangerous cases.

In this case, it is necessary for a teacher to be able to build a student's trust in them in order to foster an attitude of respect that can have a positive impact on both parties. In this case, teachers must be able to adapt themselves to take a positive approach so that the response they get from students can also be positive (Syaodih, 2022). The relationship between teachers and students is one that is built by teachers and students on the basis of trust and respect. A teacher who has a positive relationship with their students is able to make their students feel capable, competent, and creative, enabling students to achieve higher grades because they have good communication with their teachers (Gule, 2021; Prakoso & Wijaya, 2021).

METHODS

The type of research conducted in this study is exploratory and descriptive research, which aims to obtain a more detailed and complete explanation of existing data. Using descriptive research methods, this study explains existing phenomena by comparing one issue with another using existing theories (Engkizar et al., 2025). This study uses qualitative research in the form of library research. Library research relates to theoretical studies based on data in the form of notes, books, papers or articles, journals, and other scientific literature references, as well as scientific articles related to the selected topic. The data collection technique in this study was conducted by searching for references online through several database sources. The writing used the Google Candika database source. The articles used were those related to the theme to be discussed. Meanwhile, data analysis in this study used content analysis.

RESULT AND DISCUSSION

Positive, Sensitive, Responsive, and Attentive to Individuals

Teachers who are warm, sensitive, and responsive not only show warmth and sensitivity in interacting with children, but also individualize their responses. In this case, the response given to children or students can determine how close a teacher is to their students (Maryani et al., 2022). This is also similar to the attachment relationship between mother and child, where a warm and responsive relationship built by a mother can foster a good bond between mother and child. Individual responsiveness to students requires teachers to observe and reflect on their interactions with each child and to be more flexible and open in their individual relationships (Engkizar et al., 2025).

A positive relationship is a good and harmonious relationship between teachers and students. In this case, how teachers behave as patrons reflects their teaching spirit, providing a sense of security and comfort so that a harmonious relationship is established between the two (Khazam et al., 2023; Maulinda et al., 2025; Muhibbin, 2024). Sensitivity in this case means that a teacher must be able to observe how students behave and be present as a problem solver for their students. In addition, responsiveness here relates to how teachers respond to what their students do. Providing good responses can determine the closeness between teachers and children (Triwardhani et al., 2020). In addition, the point of individual attention focuses more on how teachers treat their students in class by giving a little attention, which can provide a sense of security and high self-confidence for children.

Variations in Warm and Individual Responses

There are many ways teachers can respond to their students. Individual variation is one aspect that must be considered in the learning process (Engkizar et al., 2022). These variations include learning and thinking styles, intelligence, and personality. There are many things to consider from the points above, such as learning styles. Learning styles are methods that teachers can use to make the learning atmosphere enjoyable (Hafizha et al., 2022; Sandy Diana Mardlatillah & Nurus Sa'adah, 2022). Usually, each child has a different learning and thinking style, so a method is needed that can accommodate the learning styles of all students in a class.

Intelligence personality is the ability to solve problems and adapt and learn from everyday experiences (Aryani et al., 2022). According to Stenberg's Triarchic Theory, intelligence manifests in analytical, creative, and practical forms. Meanwhile, Gardner proposes eight types of intelligence: verbal, mathematical, spatial, bodily-kinesthetic, musical, intrapersonal, interpersonal, and naturalistic. Personality is defined as the distinctive thoughts, emotions, and behaviors that characterize how an individual adapts to their world.

Time Circle as a Routine Connection

The time circle referred to is a circle that helps children become part of a group, thereby helping them learn to engage in social activities or group activities, as well as training them to understand one another (Abdul Manaf, 2022; Asyadhili & Yusuf, 2023). Nowadays, it is very difficult to control or enforce rules on students if we have a negative relationship with them, which can cause chaos in the classroom. Therefore, it is necessary to maintain a close relationship with students. This is because the respect that students have for their teachers can trigger their obedience to rules and regulations (S et al., 2024).

Teacher Behavior

In teaching and learning activities, teachers play a very important role in ensuring that the knowledge they teach is accepted by their students (Engkizar et al., 2024). In addition, there are several points regarding teacher behavior that need to be

practiced in daily life, including: i) teachers who are democratic, cooperative, and kind-hearted, ii) teachers who are patient, fair (not partial), and consistent, iii) teachers who are open, helpful, and friendly, iv) teachers who are humorous, have a wide range of interests, and are knowledgeable about the subject matter, v) helpful and using good examples or terms, vi) not showing favoritism, and not having a favorite or neglected child, vii) students having a personality that can be emulated by other students and the surrounding community, viii) firm, able to control the class and inspire respect in children, ix) strives to make work interesting, able to inspire a desire to work together with students (Engkizar et al., 2023).

CONCLUSION

The formation of attitudes and behaviors of teachers that are harmonious with students is something that must exist in the school environment and must be realized properly. How could it not be, in the school environment, children especially need teachers who are able to guide them to become better because teachers are role models for children in the school environment, so it is only natural that teachers set the best example as intellectuals. This has a positive impact on the children themselves and makes it easier for teachers to carry out their teaching activities. This creates academics who can be useful to the nation and the country.

REFERENCES

Abdul Manaf. (2022). Penerapan Model Inside Outside Circle Dapat Meningkatkan Daya Serap Materi Ajar. *JURNAL AZKIA : Jurnal Aktualisasi Pendidikan Islam*, *15*(2). https://doi.org/10.58645/jurnalazkia.v15i2.9

Ahmadurifai. (2020). Meningkatkan Aktivitas dan Hasil Belajar Kimia Siswa Melalui Penerapan Model Learning Cycle. *Indonesian Journal of Educational Development*, *1*(2), 210–220. https://doi.org/10.5281/zenodo.4003892

Allika, M. (2022). Peran Penting Pendidikan Karakter Orang Tua terhadap Penggunaan Gadget pada Anak. *Jurnal Pancasila Dan Bela Negara*, *2*(8.5.2017), 2003–2005. https://doi.org/10.31315/jpbn.v2i1.6665

Andeka, W., Darniyanti, Y., & Saputra, A. (2021). Analisis Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Siswa Sdn 04 Sitiung. *Consilium: Education and Counseling Journal*, *1*(2), 193. https://doi.org/10.36841/consilium.v1i2.1179

Arfandi, A., & Samsudin, M. A. (2021). Peran Guru Profesional Sebagai Fasilitator Dan Komunikator Dalam Kegiatan Belajar Mengajar. *Edupedia : Jurnal Studi Pendidikan Dan Pedagogi Islam*, *5*(2), 37–45. https://doi.org/10.35316/edupedia.v5i2.1200

Aryani, W. D., Mulyadi, D., Yunus, U., & Tadjudin, P. (2022). Bimbingan Konseling Pengaruhnya Terhadap Perkembangankecerdasan, Potensi Dan Kepribadian Siswa. *Jurnal Pendidikan Indonesia : Teori, Penelitian, Dan Inovasi*, *2*(4). https://doi.org/10.59818/jpi.v2i4.232

Asyadhili, R. H., & Yusuf, I. (2023). The Implementation of the Circle Time Method in Islamic Religious Education (PAI) Learning at SDIT Ibnu Hajar Balikpapan. *Journal of Educational Research and Practice*, *1*(1), 83–88. https://doi.org/10.70376/jerp.v1i1.87

Basith, Y. (2024). Membangun Kedekatan Guru dan Murid Dalam Proses Pembelajaran. *CBJIS: Cross-Border Journal of Islamic Studies*, *6*(1), 38–46. https://doi.org/10.37567/cbjis.v6i1.2866

Engkizar, E., Jaafar, A., Muslim, H., Mulyadi, I., & Putra, Y. A. (2025). Ten Criteria for an Ideal Teacher to Memorize the Quran. *Journal of Theory and Research Memorization Quran*, *1*(1), 26–39.

Engkizar, E., Jaafar, A., Masuwd, M. A., Rahman, I., Datres, D., Taufan, M., Akmal, F., Dasrizal, D., Oktavia, G., Yusrial, Y., & Febriani, A. (2025). Challenges and Steps in Living Quran and Hadith Research: An Introduction. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA*, *8*(3), 426–435. https://doi.org/10.24036/ijmurhica.v8i3.396

Engkizar, E., Jaafar, A., Sarianto, D., Ayad, N., Rahman, A., Febriani, A., & Rahman, I. (2024). Analysis of Quran Education Problems in Majority Muslim Countries. *International Journal of Islamic Studies Higher Education*, *3*(1), 65–80. https://doi.org/10.24036/insight.v3i1.209

Engkizar, E., Jaafar, A., Taufan, M., Rahman, I., Oktavia, G., & Guspita, R. (2023). Quran Teacher: Future Profession or Devotion to the Ummah? *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA*, *6*(4), 196–210. https://doi.org/10.24036/ijmurhica.v6i4.321

Engkizar, E., Sarianti, Y., Namira, S., Budiman, S., Susanti, H., & Albizar, A. (2022). Five Methods of Quran Memorization in Tahfidz House of Fastabiqul Khairat Indonesia. *International Journal of Islamic Studies Higher Education*, *1*(1), 54–67. https://doi.org/10.24036/insight.v1i1.27

Fariza Anggraini, & Asrul M. Mustaqim. (2020). Pola Interaksi Virtual Guru Dan Orangtua Murid Selama Pembelajaran Jarak Jauh (PJJ). *Jurnal ISIP: Jurnal Ilmu Sosial Dan Ilmu Politik*, *17*(2), 50–61. https://doi.org/10.36451/jisip.v17i2.36

Gule, Y. (2021). Pentingnya Kompetensi Sosial Guru Pendidikan Agama Kristen dalam Meningkatkan Motivasi Siswa Belajar Pendidikan Agama Kristen. *Jurnal Abdiel: Khazanah Pemikiran Teologi, Pendidikan Agama Kristen Dan Musik Gereja*, *5*(1), 89–104. https://doi.org/10.37368/ja.v5i1.183

Hafizha, D., Ananda, R., & Aprinawati, I. (2022). Analisis Pemahaman Guru Terhadap Gaya Belajar Siswa Di Sdn 020 Ridan Permai. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, *8*(1), 25–33. https://doi.org/10.26740/jrpd.v8n1.p25-33

Handayani, L. (2020). Keuntungan, kendala, dan solusi pembelajaran online selama pandemi covid-19: studi ekploratif di SMPN 3 Bae Kudus. *Journal Industrial Engineering & Management Research*, *1*(2), 16. https://doi.org/10.7777/jiemar.v1i2.36

Hidayati, A., Sholeh, M., Fitriani, D., Isratulhasanah, P., Marwiyah, S., Rizkia, N. P., Fitria, D., & Sembiring, A. (2024). Analisis Faktor Penyebab Rendahnya Kemampuan Literasi Siswa Sekolah Dasar. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, *4*(1), 75–80. https://doi.org/10.54371/jiepp.v4i1.381

Hoerudin, C. W. (2022). Implementasi Model Tipologi Interaksi Untuk Meningkatkan Interaksi Siswa Dalam Pembelajaran Bahasa Indonesia Berbasis Online. *Research and Development Journal of Education*, *8*(1), 242. https://doi.org/10.30998/rdje.v8i1.12436

Ishma, E. F., & Novita, D. (2021). Keterampilan Berpikir Kritis Siswa MAN Surabaya Materi Faktor Laju Reaksi dengan Inkuiri Terbimbing Online. *Chemistry Education Practice*, *4*(1), 10. https://doi.org/10.29303/cep.v4i1.2272

Karim, F., Ischak, N. I., Mohamad, E., & Aman, L. O. (2022). Identifikasi Miskonsepsi Ikatan Kimia Menggunakan Diagnostic Test Multiple Choice Berbantuan Certainty of Response Index. *Jambura Journal of Educational Chemistry*, *4*(1), 19–25. https://doi.org/10.34312/jjec.v4i1.13239

Khazam, K., Jamrizal, & Al Munir, I. (2023). Kompetensi Kepribadian Guru Dalam Pembiasaan Perilaku Hidup Bersih Dan Sehat Anak Usia Dini. *Jurnal IHSAN : Jurnal Pendidikan Islam*, *1*(2), 48–61. https://doi.org/10.61104/ihsan.v1i2.48

Kuswanto, C. W., Pratiwi, D. D., & Denata, G. Y. (2022). Eksistensi Permainan Tradisional sebagai Aktivitas Fisik Anak Usia Dini Pada Generasi Alfa. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, *5*(1), 21. https://doi.org/10.24014/kjiece.v5i1.16525

Magdalena, I., Hidayah, A., & Woro Astuti, A. (2020). Peran Kinerja Guru Dalam Meningkatkan Prestasi Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Dan Ilmu Sosial*, *2*(3), 383–392. https://doi.org/10.36088/nusantara.v2i3.934

Maryani, D., Cholidah, N., Fauziati, E., & Maryadi. (2022). Pembelajaran Komputasi dalam Perspektif Teori Behavioristik (Teori Edward Lee Thorndike). *Innovative Education Journal*, *4*(1), 1–12. https://doi.org/10.51278/aj.v5i2.862

Maulinda, A., Herliah, E., Warman, W., & Pardosi, J. (2025). Peran Guru Ppkn dalam Menanamkan Nilai-Nilai Moral pada Diri Siswa di Kelas Viii Smp Negeri 1 Bontang. *JURNAL MADINASIKA Manajemen Pendidikan Dan Keguruan*, *6*(2), 46–55. https://doi.org/10.31949/madinasika.v6i2.13374

Muhibbin, S. (2024). Psikologi Pendidikan Dengan Pendekatan baru (Edisi Revisi). In *Cetakan ke-15. Bandung: PT. Remaja Rosdakarya*. PT.Remaja Rosda.

Nurhidayah, R., Minsih, Hanifah, B., & Nur Hanifah, H. (2024). Peran Guru Dalam Meningkatkan Kepercayaan Diri Anak Tuna Wicara Ringan Di Sekolah Dasar. *Satya Widya*, *40*(2), 112–127. https://doi.org/10.24246/j.sw.2024.v40.i2.p112-127

Prakoso, Y. A., & Wijaya, R. (2021). Kompetensi Guru PPKn Dalam Mengembangkan Karakter Disiplin dan Sopan Santun (Civic Teacher Competence In Developing Disciplined And Politeness Characters). *Kajian Moral Dan Kewarganegaraan*, *10*(2), 459–475. https://doi.org/10.26740/kmkn.v10n2.p459-475

Rangkuti, B. W., & Latifah, D. A. (2024). Strategi Guru dalam Membina Hubungan Positif dengan Peserta Didik. *Dirasat: Jurnal Manajemen Dan Pendidikan Islam*, *10*(2), 160–177. https://doi.org/10.26594/dirasat.v10i2.4132

Ridha Dea, & Ngadinem. (2024). Menumbuhkan Keyakinan Diri Berprestasi dalam Pembelajaran dengan Keterampilan dan Kreativitas Guru. *Jurnal Praktik Baik Pembelajaran Sekolah Dan Pesantren*, *3*(01), 1–7. https://doi.org/10.56741/pbpsp.v3i01.476

S, R., TANG, M., & MAPPATUNRU, S. (2024). Keteladanan Guru Dan Moralitas Peserta Didik Studi Guru Pendidikan Agama Islam Di Sekolah Menengah Pertama Islam Terpadu Insan Cendikia Makassar. *CENDEKIA: Jurnal Ilmu Pengetahuan*, *4*(4), 472–485. https://doi.org/10.51878/cendekia.v4i4.3551

Sandy Diana Mardlatillah, & Nurus Sa'adah. (2022). Model Pembelajaran Yang Menyenangkan Berbasis Gaya Belajar Pada Peserta Didik. *Edu Consilium : Jurnal Bimbingan Dan Konseling Pendidikan Islam*, *3*(2), 45–55. https://doi.org/10.19105/ec.v3i2.6433

Sari, D. P., & Hidayati, R. (2021). Peran Orang Tua dalam Penggunaan Gadget pada Anak Usia Dini di Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1187–1195. https://doi.org/10.47776/tunasaswaja.v1i2.601

Solehudin, A. H., Zakiah, K., & … (2024). Penyusunan Pesan Komunikasi Pendidikan Pada Masa Pandemi Covid-19. *Jurnal Ilmiah Wahana …*, *10*(8), 20–37. https://doi.org/10.5281/zenodo.11058619

Syaodih, E. (2022). Pendekatan Adaptif Guru Di Masa New Normal Untuk Meningkatkan Interaksi Pembelajaran Daring. *Jurnal Soshum Insentif*, *5*(1), 21–27. https://doi.org/10.36787/jsi.v5i1.719

Triwardhani, I. J., Trigartanti, W., Rachmawati, I., & Putra, R. P. (2020). Strategi Guru dalam membangun komunikasi dengan Orang Tua Siswa di Sekolah. *Jurnal Kajian Komunikasi*, *8*(1), 99. https://doi.org/10.24198/jkk.v8i1.23620

Zurriyati, E., & Mudjiran, M. (2021). Kontribusi Perhatian Orang Tua Dan Motivasi Belajar Terhadap Keterlibatan Siswa Dalam Belajar (Student Engagement) Di Sekolah Dasar. *Jurnal Basicedu*, *5*(3), 1555–1563. https://doi.org/10.31004/basicedu.v5i3.889